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ABSTRACT

This eighth grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with needs and problems of an urban society. A description of the project is provided in SO 008 271. The basic purpose of this eighth grade curriculum is to study the contributions of various ethnic groups to American history. This unit focuses on the history of the American Indian. Specific student inquiry areas include the history and culture of the Indians of the Eastern and Northeastern woodlands, Indians of the Southeast, Plains Indians, Southwestern Indians, and Indian-white relations. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

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INDIAN - AMERICANS

GRADE EIGHT, UNIT ONE

8.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

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Project No. 6090

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INTRODUCTION TO THE CURRICULUM OF GRADE EIGHT

Scope of the Curriculum of Grade Eight

The basic purpose of the eighth grade course of study is to see American history through the eyes of five ethnic groups who peopled the country and contributed to its present way of life. After students complete their investigations, it is hoped that they will be able to view basic events in the story of the American nation from several viewpoints and that they will recognize the cultural, political, and social roots of some of America's current problems and areas of tension. As a result of their study; it is hoped that the students will also be better able to help their country become a vital nation which takes pride in its diversity and actively seeks to promote it.

The six units which are planned for grade eight are:

8.1 Indian Americans
8.2 European-Americans
8.3 African-Americans
8.4 Hispano-Americans
8.5 Asian-Americans
8.6 American through Foreign Eyes

Scope of the 8.1 Unit

Since the Indians, as Columbus mistakenly called them, were the first inhabitants of the Americas, this first unit for the year deals with them and is designed to answer the following questions:

1. What are the characteristics of the major Indian cultural groups existing at the time of contact with other ethnic groups that settled the present United States?

2. What is their history as it relates to the story of the total development of the United States?

3. What have been the changing policies of the United States government toward the Indians?

4. What is the current status of the Indians, and what are the sources of their increasingly militant dissatisfaction?

5. What are current actions and recommendations intended to improve that status?

Because only four weeks is allotted to this unit, it is necessary to omit consideration of the prehistoric development of the Indians in America as well as the complicated language relationships of the Indian tribes. It is felt that time can be most usefully employed in consideration of the initial coming of the Indians to the Americas; the cultural groups existing when settlers of the present United States made contact with them; and their history, problems, and development from that time on.

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INTRODUCTION

Introduction to a Unit Teaching Strategy Incorporated In Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

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AN OUTLINE OF A TEACHING STRATEGY INCORPERATED INTO The UNITS

PHASE	PURPOSE
I. Introduction	To motivate students.
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and Instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance rec[illegible]

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ESSENTIAL SOURCE MATERIALS FOR TEACHERS AND PUPILS

		Number of copies for use by Teacher	Students
1.	Minorities Have Made America Great: Part Two "American Indians Parts I and II" (2 records and 2 filmstrips) Pleasantville, N.Y.: Warren Schloat Productions, Inc., $38.30 (For use during initiating activities)	1	
2.	The Coming of the Indians. A booklet of supplementary readings (For use during initiating activities)	1	30
3.	The Coming of the Indians. (A transparency prepared by FICSS for use during initiating and culminating activities)	1	
4.	Indians of the United States (A transparency prepared for use during initiating and culminating activities)	1	
5.	Hakeney: American Indians Then and Now by Edith Dorian and W. N. Wilson New York: Scarborough Book Company $4.33 (Two copies for each of five committees on Indian cultures)		10
6.	Indian Wars and Warriors - East by Paul I. Wellman Geneva, Ill.: Houghton Mifflin Company $1.77 for five or more copies (One copy for each committee on Indians east of Mississippi)		2
7.	Indian Wars and Warriors - West by Paul I. Wellman Geneva, Ill.: Houghton Mifflin Company $1.77 for five or more copies (One copy for each committee on Indians west of Mississippi)		3

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ESSENTIAL SOURCE MATERIAL (Continued)

	Teacher	Students
8. The Indian Heritage of America by A. M. Josephy, Jr. New York: Bantam Books. $1.95 (Reference for teacher on all phases of unit and for good readers on sixth committee)	1	2
9. American Indians Today Columbus, Ohio: American Education Productions. 35¢ (For teacher reference and for members of sixth committee)	1	5
10. Desk Maps - United States (2 packages of 50 maps each) Chicago, Ill.: R. J. Nystrom Co. 95¢ per package (For use in culminating activities and, possibly, for testing)		100

Materials NOT in Kit

*11. Articles in the following periodicals, if available in school and/or public libraries:

Look - June 2, 1970

Reader's Digest - April, 1970

Senior Scholastic - October 13, 1969

Time - February 9, 1970

Time - January 5, 1970

(For members of the sixth committee)

*The above magazine articles can probably be found by eighth graders. See the bibliography

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OBJECTIVES

Knowledge

The pupil will know that:

1. In search of food, the Indian probably came from Siberia to Alaska via a land bridge and then southward through the Americas.

2. The Indians came to this continent about 40,000-45,000 years ago.

3. The Indians are members of the mongolian race.

4. The names of the five Indian cultural areas in the U.S. were: the Eastern Woodlands, the Plains, the Southwest, the far West, and the Pacific Northwest.

5. The major types of home construction for each cultural area are: Eastern Woodlands-longhouses; Southeast-stockade villages with round-poled houses; Plains-earthen lodges or teepees; Southwest-stored apartment buildings.

6. The most common means of support in the five areas was: hunting, fishing, limited farming and gathering of nuts and berries.

7. The clothing depended on the environment of the area.

8. Examples of clothing for each area included: Eastern - softened animal skins made into shirts, moccasins and skirts; Southeast - breechcloths; Plains - breechcloths; moccasins, buffalo robes, leggings, bead decorations; Southwest - cotton clothing, poncho, fiber breechcloth, little or no clothing; Far West - bark cloth breechcloth, aprons, skirts and basketry hats.

9. Each Indian group had a specific organization to handle war and peace activities. An example for each area: Eastern - tribal organization and representative body in the Iroquois confederation; Southeast - tribes and clans with special war and peace time chiefs; Plains - bands of tribes with a council of elders; Southwest - family units with a headman chosen for warrior-like qualities; Far West - extended family units with a headman.

10. Indian religion was polytheistic in the form of natural spirits or beings, relied on the use of magic, featured economics which were linked with economic pursuits and many groups.

11. Had shamens to lead religious activities.

12. The conquest of the Indian was through force and repression. The major or most important of these conquests were:

Eastern: King Phillip's War (1675-8)
Pontiac's Rebellion
Battle of Fallen Timbers
Black Hawk War

Southeast: Conquest of the five civilized tribes (early 1800's)
Indian Removal Bill of 1830 forced Indians to move east of the Mississippi

Plains: Sioux uprising in Minnesota (1862) final defeat of Sioux at Wounded Knee Creek, South Dakota in 1890

Southwest: Spanish conquered and enslaved Indians use of American troops to put down Indian raids and force Indians on reservations

Far West: Government put Indians on reservation after they protested the influx of whites due to the gold rush and coming of the railroad; defeat of Chief Joseph by army in 1877.

13. Identifications for at least five of the following Indian leaders:

a. Pontiac
b. King Phillip
c. Tecumeseh
d. Black Wolfe
e. Osceola (seminole leader)
f. Little Crow
g. Crazy Horse
h. Sitting Bull
i. Mangas Coloradas
j. Cochise
k. Chief Joseph
l. Richard Oakes (leader on Alcatraz)

14. The major governmental agency for Indians is the Bureau of Indian Affairs.

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15. The white man's contact helped the Indian by introducing the horse, metal tools, firearms, and sheep.

16. The contact with the white man also led to intertribal fighting, changes in the social-cultural, political, and economic way of life for the Indian, and introduction of white man's diseases.

17. The pattern for Indian-white relations involved pushing the Indian west and making him dependent on trade goods, then pressure or force him to give up his land, then put him on reservations.

18. Early government leaders, including Jefferson, felt that the solution to the Indian problem was to teach them to farm.

19. After the defeat of the British in 1812 War, the American government could more easily exploit the Indian.

20. The British had been the Indians' ally against the American government.

21. The Bureau of Indian Affairs was created in 1824 and put under the Department of the Interior in 1849.

22. The BIA responsibilities include: protection and welfare of the Indian, supervise reservations, handle land questions and sales, supervise education, help provide jobs.

23. Indian territory in the late 19th century was present day Oklahoma.

24. The General Allotment Act of 1887 gave individual pieces of land to each Indian.

25. The Allotment Act failed because the land was too poor for farming.

26. Indians became U.S. citizens in 1924.

27. More attention to Indian needs, especially education, developed in the late 1920's.

28. New economic help (additional land and jobs) and local self government grew out of the Wheeler-Howard Indian Reorganization Act of 1934.

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OBJECTIVES

29. Termination (end of special government paternalism) is opposed by most Indians.

30. Under President Johnson, Indians were included in Great Society Programs.

31. There are approximately 600,000 Indians in the U.S. today; more than half on reservations.

32. Largest Indian populations are in the Far Western states, especially Arizona.

33. Most Indians live well below poverty level.

34. Indians have the poorest self-concept of all minority groups.

35. Indians are dissatisfied with: the BIA and its all encompassing control of their life, poor farm land, job discrimination, poor schools, prejudice shown in movies and television and pressure to be like white men.

36. Recently, the Indian is becoming more militant (i.e. Alcatraz), has received help from private sources (i.e. Ford Foundation) and gained spokesmen in Congress (i.e. Senators Mondale and Kennedy), received new schools, and is being treated better in movies and the arts.

SKILLS

The pupil will be able to:

1. Draw conclusions from multiple sources as evidenced in Initiating Activity C.

2. Work with others, as evidenced by his helping to plan and execute committee work.

3. Find information for committee assignment from more than one source by using library card catalogs to find recommended books and others appropriate to his study, by consulting the Reader's Guide to Periodical Literature, by selecting appropriate items in encyclopedias.

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Skills (continued)

4. Organize information by combining materials from several sources in one report and by composing an outline, or helping to compose a committee outline, for class distribution.

5. Evaluate information by helping to compare information from several sources during the overview and culminating activities and by helping the class to draw inferences and to make generalizations from such information.

6. Communicate effectively in making his share of the committee report by using appropriate vocabulary, pronouncing words correctly, speaking clearly, using notes, and giving credit for quotations, keeping to a logical and intelligible ordering of information, and respecting limitations of time and the right of others to be heard.

7. Locate the five cultural areas of the Indians as well as important tribal locations, battle cities, rivers, and mountains on an outline map. Identify the names of at least one tribe in each of the five regions.

8. Demonstrate a time sense by being able to determine the sequence of given events in the conquest of the Indians and of changes in U.S. government policy toward the Indians.

ATTITUDES

1. Accept the tentative nature of information by accepting the uncertainty of answers to some questions about Indian origins.

2. Show curiosity, it is hoped, by contributing questions for investigation.

3. Evidence recognition of the need to work cooperatively with others by making a choice of a committee and by helping his committee to organize its work.

4. Evidence recognition of the value of multiple sources of information by using two or more in preparing his committee report and by being able to cite these sources.

5. Show a sense of responsibility by carrying out his committee assignment and by endeavoring to present a report of good quality to the class.

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Attitudes (continued)

6. Evidence a disposition to think critically by helping to eliminate duplication of questions for investigation, by organizing material from two or more sources for his own report, and by making contributions to the overview and culminating activities.

7. Show respect for the opinions of others by following class rules of discussion and by accepting valid ideas, and disagreeing tactfully with ideas he considers invalid, while organizing questions in committee sessions and during overview and culminating activities.

8. Evidence a sympathetic concern for the Indians by being willing to listen to, or to present, the Indian point of view on subjects connected with this unit.

BEHAVIOR

The pupil will:

1. Participate actively in the group by contributing to class discussion and committee work.

2. Work cooperatively with others by accepting role of leader or follower as the situation requires, by accepting his share of the committee work, and by respecting the ideas of others, and by contributing any special talents he may have to joint efforts.

3. Act courteously, by his manner of participation in committee and class discussions.

4. Act responsibly by carrying out class and committee assignments.

5. Develop a commitment to positive action by contributing ideas to the discussion of what can be done to improve the status of Indians today and by participating in any action the class decided to take in this regard.

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STRATEGY

I. Introductory Activities

A. To interest pupils in the study of American Indians.

B. To encourage pupils to raise questions about the American Indian which will structure the scope of this unit.

I. SUGGESTED INTRODUCTORY ACTIVITIES

MATERIALS

A. MYSTERY

On an overhead projector place the transparency showing just the migration patterns of the Indians.

"The Coming of the Indians"

Ask:
"What do you think is shown on this transparency?"
Accept answers such as wind patterns, etc. If the class does not guess, then inform them that this is the probable route the Indians took when they came over from Siberia to the North American Continent. Inform them that the first study in the eighth grade is American Indians.

"Indians of the United States"

B. INDIANS OF THE UNITED STATES

Place the second transparency on the projector and draw from the class the kinds of information shown on the transparency as you put down the various layers. The important thing is for the class to know that there are <u>five major groups of Indians</u> which can be part of the study of this unit.

C. BULLETIN BOARD AND BOOK DISPLAY

In order to expose the class to the full scope of the unit to be studied, prepare a bulletin board on which you have posted some of the following: photographs of famous Indians, news clippings about current Indian problems in various sections of the United States.

The various books provided in the kit can be placed on another table to provide a display.

Pupils should be encouraged to view the bulletin board and the book display with the purpose in mind of asking questions about the kinds of things they would like to know about Indians.

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STRATEGY

I. SUGGESTED INTRODUCTORY ACTIVITIES (continued)

MATERIALS

D. Have a filmstrip set up and allow students to run the strip as they wish; don't use the record.

E. REALIA

Optionally the teacher might further enhance the above experiences by developing a table of realia, (real things of Indian origin). In addition, the mood might be set by playing a record of Indian music or of a political speech by a modern Indian leader.

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STRATEGY	LEARNING ACTIVITIES
II. Raising Questions Purpose: 1. For the students to form a basis on which to investigate the various dimensions implied in the title of the unit. 2. The student should ask their own questions to facilitate the development of a student-structured unit.	List questions about American Indians which result from the initiating activities. This could be done by: 1. The group acting as a whole, with two students serving as secretaries to write alternate questions on the board. 2. Dividing the class into several "buzz groups" for the purpose of compiling group lists of non-duplicating questions before writing a class list on the board. 3. Having each student write each of his questions on a separate piece of paper and then forming small groups to eliminate duplications before writing a class list on the board. Some possible questions: 1. Who were these Indians pictured in the film strip? 2. Where did the Indians live? 3. Did all Indians live in the same way as these pictured in the filmstrip? 4. What is the culture of the Indians like? 5. What problems did the Indians face with the whiteman? 6. What are the major problems of the Indians today? 7. How are they handling their problems? Note: It is hoped that there will be many more questions, possibly thirty to forty. Because the questions determine the areas of investigation, the more questions, the better.

STRATEGY	LEARNING ACTIVITIES	MATERIALS

III. Categorizing Questions

Purpose:

A. To organize the questions raised by the class.
B. To gain experience in critical thinking.
C. To determine the number of committees needed to investigate the areas of the questions.
D. To determine the various aspects of Indian life--past and present--which need to be explored.

Sorting the list of questions compiled by the class might be done by:

1. The group acting as a whole, with one or more secretaries, giving the same number or letter to questions on the board that deal with the same subject.

2. Each student writing one or more questions from the board on separate pieces of paper and then having one or more persons gather questions which the class feels belong together.

Possible committees and areas of investigation:

Committee 1:
Indians of Eastern Woodlands--Northeastern Hunters
I. Location
II. Some of Tribes
III. Homes
IV. Means of support
V. Clothing
VI. Organizations
VII. Religious and other customs
VIII. Conflicts with settlers of United States area
IX. Important leaders

Committee 2:
Indians of Eastern Woodlands--Southeastern Farmers
(Same sub-topics as above)

Committee 3:
Plains Indians--Prairies and High Plains
(Same sub-topics as above)

Committee 4:
Southwest Indians
(Same sub-topics as above)

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STRATEGY

III. Categorizing Questions

Questions about the origins of the Indians can be investigated individually by each committee in specific reference to its Indian group.

LEARNING ACTIVITIES (continued)

MATERIALS

Committee 5:
Western Indians (Plateau, Great Basin, California) and Indians of Pacific Northwest
(Same sub-topics as above)
Committee 6:
Indian-White Relations then and now

I. Effect on Indians of contact with whites.
II. Policies of United States government toward the Indians.
III. The status of the Indians today.
IV. Reasons for Indian dissatisfaction.
V. Evidence of concern about Indian status.
VI. What is needed to improve the status of Indians today?

Student questions and interests may dictate a different kind of committee organization from the one above. However, in the event that the committee organization is similar to the one above, the following explanations and suggestions may be useful to the teacher:

1. Committees 1 and 2 are really studying the same cultural group; however, the volume of material almost demands the division of labor indicated.

2. Committee 4 may wish to confine its investigations to Pueblos, Navahos, and Apaches; again, the volume of material is the reason.

3. Committee 5 could omit the Pacific Northwest Indians, since they occupied so small a portion of the present United States, but they are colorful and different in some ways from other American Indians.

4. Committee 6 really should be composed of the best readers, because they will need chiefly to use materials written for

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STRATEGY	LEARNING ACTIVITIES (continued)	MATERIALS
III. Categorizing Questions	adults. This committee may wish to eliminate the first sub-topic, but will be able to find information on all the others from materials listed under "Essential Source Materials" as well as from articles in the encyclopedias mentioned in the Bibliography.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
2. To determine desired roles in committee operation.		B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group. b. To let everyone have his turn at the "good" group jobs. c. To solicit ideas from all members of the group. d. To permit the group to decide which ideas are best. e. To keep the group moving to get its job finished in the best way it can. f. To help your group decide what its job is. 2. Group Member a. To help the leader carry out plans. b. To complete the work assigned him. c. To work without disturbing other group members. d. To ask other members for their ideas. e. To select only those ideas which help the group do its best work. f. To make other members of the group feel welcome.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
V. Information Retrieval A. To find answers to questions raised about American Indians. B. To obtain information for presentation in class. C. To learn the techniques of gathering and organizing information for presentation. D. To learn to work cooperatively with others.	The various committees: 1. Determine their tasks 2. Assign responsibilities 3. Research their topics 4. Organize their data 5. Plan their presentations A content outline is provided for the teacher in this resource unit. Further content materials are listed under "Essential Source Materials" in Section F, and most of the items on the list are in the kit provided with this unit. The following breakdown of materials may be useful: Committee 1: Indians of Eastern Woodlands--Northeastern Hunters	Teacher: See first set of pages in this resource unit and Indian Heritage of America. Students: See Hokahey and Indian Wars and Warriors--East and reading recommended in bibliography of this unit. On the origins see Kit booklet, The Coming of the Indians

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
1. Information	Committee 2: Indians of Eastern Woodlands--Southeastern Farmers	Teacher: See first set of pages in this resource unit and Indian Heritage of America. Students: Same as above.
	Committee 3: Plains Indians--Prairies and High Plains	Teacher: See first set of pages in this resource unit and Indian Heritage of America. Students: See Hokahey and Indian Wars and Warriors--West and reading recommended in bibliography of this unit.
	Committee 4: Southwest Indians	Teacher: See first set of pages and Indian Heritage of America. Students: Same as Committee 3.
	Committee 5: Western Indians (Plateau, Great Basin, California) and Indians of Pacific Northwest.	Teacher: See second set of pages in this resource unit and Indian Heritage of America. Students: Same as Committee 3.
	Committee 6: Indian-White Relations Then and Now	Teacher: See second set of pages in this resource unit and Indian Heritage of America. Students: See Indian Heritage of America, American Indians Today.

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
V. Information	Students may need instruction in the use of these basic library research tools: 1. Reader's Guide to Periodical Literature (This will be especially helpful to Committee 6) 2. Library Card Catalog (Committees 1 through 5 will be able to use this to help identify call numbers of books listed in the bibliography and to locate books on specific Indian tribes and leaders. Such catalogs may also indicate visual aids and records. 3. The school system's own visual aid and record catalog will help committees locate useful media for group presentations. 4. The students may wish to talk to Indians in the local community, especially about contemporary problems. If this resource is not available then perhaps they could write to Indians on a reservation. 5. The students might write to the Bureau of Indian Affairs for information about its organization and policies. Also, they could contact Senator Edward Kennedy and his Senate sub-committee on Indian affairs for an explanation of their work.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands--Northeastern Hunters	Eastern Woodlands Indians--Northeastern Hunters I. Location A. Between Mississippi River and Atlantic Ocean. B. North to Canada from Kentucky and northern North Carolina. II. Some of Tribes A. New England 1. Penobscot, Massachuset, Pequot. B. Eastern Seaboard 1. Delaware, Powhatan, Chickahominy, Mattapony, Tuscorara. C. Neutrals (in wars between Iroquois and Huron) 1. Susquehanna or Conestoga in Pennsylvania. 2. Erie in Ohio. D. Iroquois (Five Nations) 1. Mohawk, Oneida, Onondaga, Cayuga, Seneca, Tuscarora (made Six Nations) E. Tribes around Great Lakes and Mississippi 1. Menominee, Ojibwa (Chippewa), Sauk, Fox, Potawatomi, Illinois, Miami, Shawnee. III. Homes A. Longhouses--rectangular houses covered with bark--up to ten families. B. Others in villages of wigwams--poles covered with strips of birchbark--could be rolled up and moved. IV. Means of support A. Northern tribes--hunting, fishing, some farming. B. Southern and western tribes--mainly farming--corn, squash, beans. V. Clothing A. Made by women from tanned and softened animal skins. B. Men 1. Breechcloths, shirts, leggings, moccasins. 2. Hair shaved except for strip from forehead to neck. C. Women--skirt, jacket, extra robe in cold weather. D. Ornamented with floral designs. VI. Organizations A. Iroquois--family, clan, and tribe based on descent from woman.	The Indian Heritage of America by A. M. Josephy, Jr.--paperback edition (in kit) (Future reference-Ind. Her. p. 73) Merit Student's Encyclopedia, Volume 9, 1967, p. 354. (Future reference-M.S.E.) Ind. Her. p. 94 The World Book Encyclopedia, 1970 Vol. 10, p. 127 (Future reference W.B.) (Ind. Her. p. 90) W.B., p. 127 Ind. Her. p. 90 International Encyclopedia of the Social Sciences, Vol. 7, 1968, p.195

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands Northeastern Hunters.	B. East and western Iroquois tribes based on descent from man. C. Delaware, Powhatan also based on descent from woman. D. League of Iroquois--strongest confederacy north of Mexico. 1. Legend says founded by Huron refugee and Mohawk chief, Hiawatha, to bring peace and end tribal fighting. 2. Fifty sachems or peace chiefs in ruling council--appointed and removed by women heading family groups. 3. Pine Tree chiefs (chosen for special abilities such as in war) could also speak in council. 4. Met once each summer, or at least once in five years at main Onondaga town. 5. Vote by tribes--one vote per tribe--unanimous vote for decision. 6. Only handled external affairs concerning all tribes (war, peace, treaties), 7. Elements of democracy and representative government said to have influenced thirteen English colonies. 8. Broke up when couldn't agree on which side to support in American Revolution. VII. Religious and other customs A. Iroquois--religion 1. Priesthood of three men and three women called "Keepers of the Faith"--took charge of ceremonies and secret societies. 2. Beliefs a. All life joined with things and forces in nature b. Each person's internal spirit could work against evil. c. When tribe member died, prisoner might be adopted to replace loss of deceased's spirit. 3. Several yearly festivals to insure good crops, to cure illness, to give thanks for new year. 4. New religion after defeat in Revolution a. Called Handsome Lake religion.	Ind. Her., p. 93 I.E.S.S., p. 195 Ind. Her., p. 94 I.E.S.S., p. 195

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands-- Northeastern Hunters	B. Other tribes religions 1. Beliefs a. World full of spirits. b. Different tribes worshipped different spirits. c. Most powerful was Master of Life or Supreme Being. 2. Sought contact with supernatural through dreams, visions, unison prayers, songs. 3. Special ceremonies before raids and scalp dances after victories. 4. Long-stemmed pipe passport of messengers and used in council ceremonies and religious rites. 5. Shamans often powerful, although often magicians or tricksters. C. Transportation 1. Summer--foot or birch bark canoe. 2. Winter--snowshoes and toboggans. VIII. Conflicts with settlers and leaders A. Jamestown colony 1. Sporadic clashes with Powhatans but general peace until Chief Powhatan's death in 1618. 2. Pressure for tobacco land led to Indian attack under Opechanacanough in 1622. 3. Powhatan confederacy smashed and Indians scattered after 1644. B. New England 1. Pequot War, 1636-7, Puritans plus Mohegans under Uncas plus Narragansetts burned Pequot villages and sold survivors into slavery. 2. King Philip's War, 1674-8 a. Because of unfair treatment, Philip, son of friendly Massasoit, led Wampanogs against colonies. b. Philip's wife and son enslaved, Philip killed. c. Colonists won at cost of 1000 killed, 12 towns destroyed.	Ind. Her. p. 95 W.B. p. 145 Ind. Her. p. 300 W.B. p. 145 Amer. Ind. by W.T. Hagan p. 14 (Future reference Hagan) Ind. Her. p. 304

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands-- Northeastern Hunters	d. Defeated Indians sold into slavery. e. Results: (1) Indians made to live in certain villages, no arms, no assembly, one in ten responsible for whole group. (2) Indian power ended in New England. (3) Colonists hostile to all Indians as moved west--often provoked Indian attack. (4) Scalping remembered--introduced to tribes that had never done it. C. Other coast conflicts 1. Dutch in New Netherlands broke power of Wappingers by 1643, killed hundreds. 2. In Maryland, Nanticokes killed or forced inland. 3. In Pennsylvania, settlers forced Delawares and Mohicans west of Alleghenies after 1751. 4. After 1624, Iroquois with guns given by Dutch: a. Defeated and reduced Hurons, Eries, Susquehannas. b. Made tribes to west change locations. c. Made pressure felt as far west as Dakotas. 5. Early 1700's, Tuscarora driven out of North Carolina and joined Iroquois to make Six Nations. D. French and Indian War 1. Shawnees, Ottawas helped French defeat Braddock, 1755. 2. English settlers move up to 100 miles east. 3. 1755--Iroquois helped British defeat French at Fort Williams Henry and increased power. 4. 1758--British took Fort Duquesne; 1759--British took Quebec and moved into Detroit and other French posts.	Ind. Her. p. 304 Ind. Her. p. 311 Ind. Her. p. 312

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands-- Northeastern Hunters	E. Pontiac's Rebellion--1763 1. Ottawa chief led most far-reaching alliance in North America (Ottawas, Delaware, Shawnees, Ojibwas, Potawatomis, Miamis, and others). 2. Caused by pressure of white settlers moving west. 3. Took all British posts west of New York except Detroit. 4. Siege of Detroit broken by hunger. 5. Desertions and break-up of Indian alliance after British took Fort Pitt and Indians realized French not returning. 6. Pontiac murdered by Peoria Indians, 1769.	Ind. Her. p. 312 W.B. p. 146
	F. Lord Dunmore's War--1774 1. Land speculators got treaties opening land in Kentucky and upper Ohio valley. 2. Speculators employed prospectors like Daniel Boone to lead way. 3. Shawnees under Cornstalk and Logan with help of Delawares, Wyandots, and Cayugas attacked Kentucky settlements. (dark and bloody ground) 4. Virginians sent troops and defeated. 5. Indians gave up land south of Ohio River.	W.B. p. 146 Ind. Her. p. 311
	G. American Revolution--results 1. Indians angered when not mentioned in treaty of peace, although on offensive against Americans at war's end. 2. American government ordered halt to further trespass on Indians' land, but British stirred up Indian attacks in Ohio Valley, New York, and Pennsylvania. 3. Joseph Brant (Mohawk) and pro-British Iroquois to Canada. 4. Other Iroquois under Red Jacket and cornplanter stayed. in New York and Pennsylvania. 5. Iroquois power broken by war.	Hagan, p. 38 Ind. Her. p. 315
	H. Northwest Territory 1. Settlers regarded end of war as signal to move west. 2. Northwest Ordinance assured Indian rights to land. 3. Settlers poured in and demanded protection when Indians resisted.	Hagan, p. 39 Ind. Her. p. 315 W.B. p. 146

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands-- Northeastern Hunters	4. British encouraged Indian attack in hope of regaining land. 5. 1790--Miamis under Little Turtle defeated Americans under General Harmar. 6. 1791--Gen. St. Clair (governor of territory) and Americans took worst defeat ever given Americans by Indians. 7. Battle of Fallen Timbers near Toledo a. Shawnees under Black Wolf plus Ottawas, Chippewas, Potawatomis under Blue Jacket. b. Americans under General Wayne defeated Indians in forty minutes. c. Indians of area never recovered. 8. Treaty of Greenville--1795 a. Indians ceded two-thirds of Ohio, part of Indiana and other strategic sites. b. Set pattern for westward movement. (1) Treaty and temporary peace. (2) Then pressure by settlers on lands still held by Indians. (3) Then conflict leading to another treaty and repetition of pattern. 9. New confederation under Tecumseh (called Indians' greatest leader) and the Prophet a. Tecumseh refused to recognize new land cessions. b. Tecumseh said all land belonged to all tribes and could not be sold by one chief or tribe. c. Tecumseh traveled south to get support. d. 1811--General Harrison defeated the Prophet on unceded land at Tippecanoe and burned Prophet's town. e. Tecumseh with Indians from alliance joined British in War of 1812 to get British support for regaining land. f. Almost all Indian resistance ended after Tecumseh's death in 1813 and British defeat in 1814.	Ind. Her. p. 316 W.B. p. 146 Ind. Her. p. 316 W.B. p. 147 Ind. Her. p. 136 - 318

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Indians of the Eastern Woodlands-- Northeastern Hunters	10. Black Hawk War--last Indian resistance in this part of the U.S. a. Unsuccessful try by Sauk and Fox to keep village now Rock Island, Illinois. b. Indians chased away and massacred at Bad Axe, Wisconsin, 1832. c. Black Hawk surrendered, later visited Washington and died in Iowa, 1838. d. Winnebagos penalized for aid--moved repeatedly in next thirty years. (1) Tragedy equal to Five Civilized Tribes of southeastern U.S. (2) Tribe decreased and degenerated.	W.B. p. 147 Ind. Rer. p. 319 Hagan, p. 81-32

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STRATEGY	CONTENTS	MATERIALS
V. Information Retrieval Committee #2 Indians of the Eastern Woodlands Southeastern Farmers	Eastern Woodlands Indians--Southeastern Farmers I. Location A. From Atlantic Ocean to lower Mississippi Valley. B. From Tennessee and southern North Carolina to Gulf of Mexico.	Ind. Her., p. 98
	II. Some of Tribes A. Five Civilized Tribes (19th century name applied because of reader adoption of white man's ways) 1. Chickasaw, Cherokee, Creek, Choctaw, Seminole. B. Others east of Mississippi 1. Natchez, Catawba. C. West of Mississippi 1. Caddo, Wichita, Waco, Tonkawa	Ind. Her., p. 107 M.S.E. p. 374
	III. Homes A. 100 or more in stockaded villages--several villages for each tribe. B. Round or rectangular 1. Framework of poles. 2. Covered with grass, mud, plaster, or thatch C. Agricultural plots around homes D. Often built around central square with community house or temple for ceremonies and festivals	I.E.S.S. p. 196 Ind. Her. p. 106 W.D. p. 127
	IV. Means of Support A. Hunted and fished B. Raised corn, beans, squash, melons, tobacco C. Gathered nuts and berries D. Cultivated sunflowers for seeds E. Favorite dishes--bear ribs, root jelly, hominy, corn cakes, corn soup	Ind. Her., p. 106 W.D. p. 127
	V. Clothing A. Men 1. Breechcloths, sleeveless shirts, leggings, moccasins, feather mantles 2. No clothing in warm weather 3. Fur or hide robes in cooler weather 4. Hair in topknots with fringe-like hat brim.	Ind. Her., p. 107

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #2 Indians of the Eastern Woodlands Southeastern Farmers	B. Women 1. Skirts of hide or woven grass 2. Sometimes loose blouses	
	VI Organizations	I.E.S.S. p. 196
	A. Tribes and clans based on descent from women	
	B. Clans usually named for animals and birds	
	C. Tribes and districts had civil chiefs and war chiefs	
	1. Civil or peace chiefs responsible for town affairs and settling legal disputes.	
	2. War chiefs took charge when war declared by council.	
	D. Some tribes had Red Towns for war and White Towns for peace.	
	E. System of social classes for each tribe	
	1. Chiefs	
	2. Honored men	
	3. Warriors	
	4. Commoners (didn't make war)	
	5. Slaves (those captives not burned)	
	VII. Religious and Other Customs	I.E.S.S. p. 196 Ind. Her., p. 106
	A. Ceremonial system of rituals performed in town squares	
	1. Green Corn ceremony after harvest and for start of new year.	
	2. Black Drink rite for physical and spiritual purification before going to war.	
	3. Performers--variety of medicine men.	
	4. Social position of classes shown by symbols.	
	5. Tribal welfare emphasized.	
	6. Much ritual in war--burning of captives.	
	B. "Fasting men" were instructed in schools	
	1. Cured individuals of sickness	
	2. Protected communities against witches and other supernatural dangers.	
	C. Games popular	
	1. Chenco or chunky played with throwing sticks and rolling stones	
	2. Form of lacrosse played with two sticks	
	D. Cherokees had written language after 1821--invented by Sequoyah	
	VIII. Conflicts with settlers and leaders	
	A. Florida	
	1. Juan Ponce de Leon on second trip to Florida offended Calusa Indians who then killed him.	

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MATERIALS

2. Coast raided by Spanish slave-catchers; in retaliation, Caluses looted Spanish treasure ships driven ashore by storms.
3. 1528--Panfilo de Narvaez explored inland from near Tampa Bay
   a. Attacked by Indians hostile because of Spanish slaves
   b. Survivors (including Cabeza de Vaca and Estevanico) reached Texas coast.
4. 1539-42--Hernando de Soto on expedition to Florida and other parts of southeastern U.S. — Ind. Her., p. 295
   a. Made Indians serve as guides or servants--dragged in chains-
   b. Looted and burned villages
   c. Tortured and murdered leaders
   d. Massacred thousands of Indians
5. Spanish missions
   a. St. Augustine, 1565 — Ind. Her. p. 319-20
   b. As far north as Chesapeake Bay until Indians drove Spanish back to Florida
   c. Pacified and converted Timucas, Apalachees, Caluses
6. Early eighteenth century
   a. English, Creeks, and Yuchis invaded
   b. Destroyed missions
   c. By 1745, many of converted Indians put into slavery in Carolinas, rest moved to West Indies by Spanish

b. Southeast in Colonial Period — Ind. Her. p. 309-
1. French and Natchez on lower Mississippi
   a. Conflict over fur trade
   b. Indians attacked French post--1729
   c. In retaliation, French, with aid of Choctaw, almost exterminated Natchez
   d. Survivors took refuge with Chicksaw, Creek, Cherokee
2. English policy and results
   a. Encouraged tribal fighting to get captives as slaves
   b. Results
      1. Individual tribes destroyed
      2. Refugees to Florida
         a. Joined by runaway black slaves
         b. New multiethnic tribe by end of 18th century
         c. New tribe called Isty-Semole, known as Seminole

00039

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #2 Indians of the Western Woodlands Southeastern Farmers	c. Yuchis, Catawbas wiped out by disease, drink, fighting d. Shawnees (Savannahs) to Kentucky 3. Choctaws, Cherokees, Chickasaws, Creeks a. Prospered from trade with English b. English and Scotch traders married Indians c. Some later chiefs with English and Scotch names C. Conquest of Five Civilized Tribes 1. Cherokee first a. Ceded lands in 1755 and 1770 b. Settlers disregarded treaties with U.S. government after Revolution c. For ten years after Revolution, Alexander McGillivray helped Creeks to resist white settlers d. 1812--Tecumseh convinced Cherokee to stand fast e. 1813--Creeks attacked Fort Mims in Alabama, hundreds of settlers massacred, panic in southeast f. 1814--U.S. militiamen under Andrew Jackson defeated Creeks at Horseshoe Bend g. Creeks gave up much of Georgia and Alabama to U.S. 2. First Seminole War a. Causes 1. Disturbances on Georgia-Florida border 2. Whites accused Creek refugees in Florida of harboring runaway slaves 3. Georgians demanded troops to go after slaves b. Events 1. 1818--Jacks n invaded Florida--still Spanish territory 2. Indians scattered and villages burned 3. St. Marks and Pensacola captured c. Results 1. Spain ceded Florida to U.S. 2. Seminoles not fully subdued 3. More land for American Settlers	Hagan p. 41 W.D. p. 147 Ind. Her., p. 322 Ind. Her. p. 322-323 Ind. Her., p. 323-324

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #2 Indians of the Western Woodlands Southeastern Farmers	3. Indian Removal a. Causes (1) Settlers wanted cotton lands and natives moved out. (2) Georgia, Alabama, Mississippi outlawed tribal government and put Indians under state governments. b. Indian Removal Bill--1830 (1) President Jackson urged Congress to pass. (2) Said President could give lands west of Mississippi for land in Southeast. c. 1831--Choctaws moved to Indian Territory. d. 1836--Creeks moved to Indian Territory. e. 1836--Chickasaws moved to Indian Territory. f. 1839--Cherokee moved to Indian Territory. (1) John Ross fought case in courts. (2) Supreme Court decision said Indians had right to land in Southeast. (3) President Jackson refused to enforce decision. (4) One-fourth died on way to Oklahoma. (5) Several hundred hid in North Carolina Mountains--now Eastern Cherokee.	Ind. Her. p. 324
	4. Second Seminole War a. Fought against white advance from stronghold in Everglades. b. Chief Osceola captured under flag of truce, 1837; died in prison, 1842. c. Some surrendered and sent west, others held out in swamps. d. No formal peace until 1934.	W.E. p. 147-8

STRATEGY	CONTENTS	MATERIALS
V. Information Retrieval Committee #3 Plains Indians	Plains Indians--Prairies and High Plains	
	I. Location	
	A. Prairie Indians	Ind. Her., p. 109-110
	1. West of Mississippi to 100th Meridian	
	2. From southeastern North Dakota and southwestern Minnesota to northeastern Oklahoma and northern Arkansas	
	B. High Plains Indians	
	1. From 100th Meridian west to Rockies	
	2. From Canada to Mexico	
	II. Some of Tribes	M.S.E., p. 354
	A. Prairie Indians	
	1. Eastern Dakota (Sioux), Iowa, Omaha, Missouri, Osage	
	B. High Plains Indians	
	1. Atsina, Hadatsa, Mandan, Crow, Western Dakota, or Pawnee, Cheyenne Sioux, Arapaho, Kiowa, Comanche	
	III. Homes	
	A. Prairie Indians	Ind. Her., p. 113
	1. North of Kansas	
	a. Permanent earth lodges	
	b. Shallow pit under log and thatch frame	
	c. Covered with earth for insulation	
	2. South of Kansas	
	a. Huts made with poles	
	b. Covered with mats and grass	
	B. High Plains Indians	Ind. Her., p. 118-119
	1. Portable tepees or tipis	M.S.E., p. 372
	2. Frame of twenty poles, twenty-five feet long	
	3. Cover of fitted and sewn buffalo hides, sometimes painted	
	4. Could be taken down and transported between campsites by travois (a sledge with net or platform dragged along the ground on the two poles that support it attached to draft animal)	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Plains Indians	IV. Means of support A. Prairie Indians 1. Partly agriculture--shows borrowing from Indians to east. a. Women raised corn, squash, beans b. Men raised tobacco--sacred plant 2. Partly hunting--like Indians to west a. Hunted buffalo b. Used buffalo for food, clothing, shelter 3. Farm produce raised in one half of year and stored in camouflaged, underground pits 4. Hunted buffalo rest of year	Ind. Her., p. 113 M.S.E., p. 37
	B. High Plains Indians 1. Based chiefly on buffalo with some gathering of berries and roots and a little fishing 2. Buffalo meat roasted in camp 3. Buffalo meat "jerked" for later use--sliced thin and dried in sun 4. Pemmican for traveling a. Dried meat mixed with melted fat and crushed, dried berries b. Packed in animal membrane bags 5. Before horses a. Followed game on foot b. Used animal skin disguises to creep up on animals c. Drove animals into corral or over cliffs 6. After horses (almost all Plains Indians had horses by 1740's) a. Longer-range, more successful buffalo hunts b. Could carry heavier loads on travois c. Could drag longer poles for larger tepees d. Additional tribes enter area 7. After guns, increased trading and raiding among tribes for guns and horses 8. Traded for agricultural products and guns in northern villages on bluffs above Missouri River	Ind. Her., p. 120 M.S.E., p. 372 Ind. Her., p. 117 Ind. Her., p. 118
	V. Clothing A. Prairie Indians 1. Shows borrowing from east and west 2. Made of skins ornamented with quills, later with beads bought from white men.	Ind. Her., p. 113-114

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STRATEGY	CONTENT	MATERIALS
Information Retrieval Committee #3 Plains Indians	3. Men's hair styles a. Some wore feathers and war bonnets like Indians of West. b. Some shaved hair, except center strip decorated with deertail. c. Some left hair uncut with one lock combed to fall over forehead. B. High Plains Indians 1. Men a. Skin breechcloths and moccasins in summer. b. Full-length leggings, shirts with elbow-length sleeves, buffalo robes in winter. 2. Women a. Elk skin dresses and moccasins. b. Sometimes leggings from ankle to knee. 3. Both sexes decorated clothing with porcupine quills and beads. VI. Organizations A. Prairie Indians 1. Borrowed from other Indians. 2. Often lived in clans. 3. Some clans grouped into larger units. 4. Some tribes divided into halves like Iroquois and Creeks. B. High Plains Indians 1. Little formal government. 2. Lived in 3 - 4 generation families gathered into bands. 3. Each band led by chief who a. Won position by merit. b. Acted only with unanimous consent of council of elders. 4. Bands in tribes of 1,000--10,000 a. Governed by civil chief advised by council. b. Annual gatherings (1) Formed village by putting tepees in circle. (2) Buffalo hunt, religious rites, councils. (3) Also games, gambling, foot and horse races. 5. Special male societies or fraternities of warriors a. Kept order when on move (discipline by public shaming or ostracism). b. Graded by age and advanced as grew older. c. Dog Society one of best known.	Ind. Her. p. 119 MSE p. 372 Ind. Her. p. 113 Ind. Her. p. 119 MSE p. 372

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Plains Indians	VII. Religious and Other Customs A. Prairie Indians 1. Religion a. Sought visions to commune with supernatural b. Shamans believed able to read future, see events far away, perform acts of magic, diagnose sicknesses	Ind. Her. p. 113
	2. War a. Used guns and horses after contact with white man--as did Indians to west b. Raided for horses, loot, chance to show bravery c. Special bravery--touch enemy with hand or special stick and escape unhurt	
	3. For traveling used travois a. Two parallel poles connected by platform b. Load attached to platform c. Drawn by dogs at one end with rest dragging behind d. Later used horses to pull	
	B. High Plains Indians 1. Religion a. Individualistic faith 1. Searched for guardian spirit 2. Four day retriat of fasting and self-torture to get vision of spirit 3. Men with especially strong visions became shamans	Ind. Her., p. 120 M.S.E., p. 372
	b. Also collective religious ceremonies 1. Sun Dance a. Held in summer to insure good buffalo hunt b. Featured dancing, fasting, self-torture for visions of supernatural c. Dull Society of Mandan Indians had special ceremony for good buffalo hunt	M.S.E., p. 373 Ind. Her., p. 114
	2. War main part of lives after obtained horses a. Fought for horses, land, honor b. Feather for each brave deed until formed warbonnet c. Council member or chief after many brave deeds d. Usually swift, short raids	Ind. Her., p. 121-122

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Plains Indians	1. Minimum casualties 2. One warrior could lead--often led to reprisal e. Fiercest--Blackfeet, Comanche, Kiowa f. Sometimes truce for trade or council--had to use hand signs for communication 3. Used smoke and mirrors for signals	
	VIII. Conflicts with Settlers and Leaders--most publicized	W.B. p. 148 Ind. Her., p. 336
	A. 1850's	
	1. Between Missouri River and Oregon Territory	
	a. Government buying land and forcing Indians on reservation	
	1. Indians fought back	
	2. "Only good Indian is dead Indian" became slogan	
	b. Fur Trade effects	
	1. Indians dependent on white man's goods	
	2. Tribes moved closer to trading posts	
	3. Tribal warfare over land	
	4. Some tribes, like Mandans almost wiped out by white man's diseases	
	2. Buffalo-hunting country	
	a. Friction over white man's routes to Far West	
	b. Buffalo being killed off	
	3. U.S. Army takes over from state militias	
	a. Troops at Forts Laramie and Kearney to protect Platte River route to West	Hagan, p. 94
	4. 1851--Treaty at Horse Creek near Fort Laramie, Wyoming	
	a. Representatives of many tribes guaranteed safety to white travelers	
	b. Hunting grounds defined	
	c. Intertribal warfare to stop	
	d. Government to pay tribes yearly and protect from white attack	
	B. 1854--small clashes near Fort Laramie	Ind. Her., 336 W.B. p. 148
	C. 1857--clashes with Cheyenne	
	D. 1862--Eastern Sioux uprising under Little Crow in Minnesota	

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STRATEGY

V. Information Retrieval

Committee #3
Plains Indians

CONTENT

1. Troops protecting settlers and not tribes as in treaty
2. Massacre of whites at New Ulm
3. Indians scattered, Little Crow shot, other leaders hanged
4. Survivors to Canada and Dakotas
5. General fear and demand for more troops

E. Eastern Colorado mining areas
1. Southern Cheyenne fought to keep miners out
2. Then made armistice and camped at Sand Creek
3. 1861--attack by Colonel Chivington and Colorado militia at Sand Creek--300 massacred
4. Cheyenne, Comanche, and Arapaho under Black Kettle retaliated
5. Regular troops ended fighting after Civil War
   a. Example--L. Colonel Custer destroyed Black Kettle's camp on Washita--1836--Black Kettle killed
6. Indians went to more distant hunting grounds

F. Northern mining areas
1. 1860's Sious fought to keep miners off Bozeman Trail and to prevent building of Union Pacific Railroad
2. 1867--Peace Commission put most of blame for fighting on whites
3. 1868--peace treaty
   a. Gave Platte Valley for Union Pacific
   b. Reserved Bozeman Trail and sacred area of Black Hills for Indians
4. 1870's--miners enter Black Hills
   a. Custer had let it be known gold was there
   b. Government tried to buy, put Indians on reservation
   c. Sioux and northern Cheyenne refused
   d. March, 1876--Indians reinforced by more Sioux under Crazy Horse and turned General Crook back to Platte River
   e. June 17, 1876--third of Crook's forces stopped again at Rosebud Creek
   f. Other two-thirds of Crook's forces met on Yellowstone River and advanced south--didn't know of crook's defeat

MATERIALS

Ind. Her. 337-8
W.B. p. 148

Ind. Her., p. 340
W.B. p. 148

Ind. Her., p. 341
W.B., p. 148

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Plains Indians	g. Custer defeated on Little Big Horn--not all soldiers killed.	Ind. Her. p. 341-342
	h. Sioux split up and Army pursued (1) Sitting Bull to Canada. (2) Crazy Horse surrendered but bayonetted when his escape rumored. (3) Northern Cheyenne taken to Oklahoma, broke out, surrendered again.	
	5. Final uprising--1890	Ind. Her. p. 342
	a. Causes (1) Rebellions against conditions on reservation no use, so turned to supernatural. (2) Ghost Dance, to bring return of buffalo and end of white man, spread from Nevade Paiutes to Plains reservations. (3) Fearing rebellion, General Miles ordered arrest of Sitting Bull on Standing Rock Reservation. (4) Sitting Bull resisted and was killed.	W.B. p. 148
	b. Sioux go to war under Big Foot.	
	c. Final defeat at Wounded Knee Creek in South Dakota in December 1890.	
	G. Texas	
	1. Red River War--guerilla-style war with Comanches, Cheyenne.	Ind. Her. p. 33
	2. General Sheridan used winter operations and constant pursuit.	Hagan p. 113
	3. Best known leaders were Kiowas: Satank, Satanta, Quannah, Parker.	
	4. U.S. troops finally crushed Indians by 1875.	
	a. Satank murdered.	
	b. Satanta committed suicide.	Hagan, p. 114
	c. Parker used influence for peace--saw old ways would not return.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	SOUTHWEST INDIANS	
	I. Location	
	A. Arizona and New Mexico.	Ind. Her. p. 146
	B. Also southeast Utah, southwestern Colorado, part of western Texas.	
	C. Areas in northern Mexico (states of Sonora and Chihuahua) not included in this unit.	
	II. Some of Tribes	MSE p. 354
	A. Pueblo (Hopi, Zuni, eastern Pueblos).	
	B. Apaches.	
	C. Navahos (Apache in origin but separate today).	
	D. Upland Yumans (Havusupais, Walapais, Yavapais).	
	E. River Yumans (Mohavis, Yumas).	
	F. Pimas and Papagos.	
	III. Homes	
	A. Pueblo (Spanish word for village)	W.B. p. 131
	1. One to four storied buildings of apartment-like rooms.	MSE p. 379
	2. Large towns often long rows of adjoining rooms.	Ind. Her. p. 161
	3. Made of stone or adobe.	
	4. Overlooked plazas--ceremonial chambers here.	
	5. Defensive measures	MSE p. 379
	a. Built atop steep, rocky mesas (led to name of cliff-dwellers).	
	b. No doors on ground.	
	c. Ladders to upper stories pulled up at night.	
	6. Women did mud plastering.	
	B. Apache	W.B. p. 131
	1. Thatched wickiups--tree poles covered with brush and grass.	Ind. Her. p. 175
	2. Cold weather--used skin covers on poles.	
	3. Hot weather--remadas or opensided shelters near wickiups.	
	C. Navaho	Ind. Her. p. 175
	1. Hogan--typical structure	
	a. Low, dome-shaped.	W.B. p. 131
	b. Logs and mud covered with earth.	
	2. Also sweat lodges, storage dugouts, brush corrals.	
	3. Sometimes had several hogans for different seasons of year.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	D. Upland Yumans 1. Huts of poles, branches, thatch, or 2. Brush wickiups.	Ind. Her. p. 177 Ind. Her. p. 178
	E. River Yumans 1. Summer--open-sided shelters. 2. Winter--earth-covered structures with sloping sides and ends.	
	F. Pimas and Papagos 1. Round, flat-topped houses. a. Thatched with grass. b. Covered with earth.	Ind. Her. p. 180
	IV. Means of Support A. Pueblos 1. Intensive agriculture (13 inches of rain per year) a. Mainly corn. b. Also squash, beans, cotton, tobacco, gourds. c. Men did all labor.	Ind. Her. p. 163 MSE p. 379
	2. Hunting of antelope, deer rabbits, sometimes buffalo. 3. Women gathered nuts and berries, also cacti and yucca fruits. 4. Men wove dyed cotton in geometric designs, made turquoise jewelry. 5. Women made and painted pottery, cooked, made baskets.	
	B. Apaches 1. Eastern gathered wild foods and hunted buffalo. 2. Western a. Some farming--corns, beans, squash. b. Some gathering of nuts, berries, acorns, etc. c. Some hunting--deer, antelope, elk, etc. d. Women made fine basketry.	MSE p. 379 Ind. Her. p. 169
	C. Navahos 1. Agriculture a. Dry farming and irrigation. b. Raised corn, beans, squash. c. Raised peaches, oats, wheat after contact with Spanish. d. Herded sheep, goats, horses after contact with Spanish.	Ind. Her. p. 174-6
	2. Also gathering of nuts, fruits, greens. 3. Hunted by using disguises, ambush, driving animals into pitfalls. 4. Weaving of rugs and blankets after sheep arrived.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	5. Silver smithing in 19th Century D. Upland Yumans 1. Women gathered fruits, seeds, berries, etc. 2. Men hunted deer, antelope, rabbits by stalking E. River Yumans 1. Farming in river bottomlands a. All raised corn, beans, pumpkins, tobacco b. Mohaves raised sunflowers, grasses, and herbs c. Used river flooding for irrigation d. Both men and women worked in fields 2. Some hunting, gathering, fishing F. Pimas and Papagos 1. Pimas--irrigation works to raise beans, squash, pumpkins, later wheat and alfalfa 2. Papagos had to move where water available, so less farming, more hunting and gathering; later raising of cattle V. Clothing A. Pueblos 1. Men a. Cotton loin cloth and kilt b. Poncho for cold weather and ceremonies--cloth rectangle with hole for head c. Hair in bangs and tied with knot in back or loose for ceremonies 2. Women a. Cloth rectangle wrapped around body and tied over right shoulder and belted b. Different hair styles for single and married women B. Apaches 1. Men a. Skin shirts and breechcloths b. Long hair bound at forehead 2. Women--two piece dresses of skin 3. Both a. High moccasins or boots b. Much jewelry but few feathers for decoration	Ind. Her., p. 177 Ind. Her., p. 178 Ind. Her. p. 179 M.S.E., p. 379 Ind. Her., p. 164 W.B. p. 131 Ind. Her., p. 170

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	C. Navaho 1. Fiber breechcloths for men. 2. Skirts and sandals for women. 3. Later, woven garments--Pueblo influence.	Ind. Her. p. 175
	D. Upland Yumans 1. Made clothing of buckskin or bark fiber. 2. Men--shirts and breechcloths. 3. Women--skirts or front and back aprons. 4. Rabbit blankets for cold weather.	Ind. Her. p. 177
	E. River Yumans 1. Little or no clothing. 2. Men--breechcloths, long hair in bangs and twisted into strands in back. 3. Women--front and back aprons, long hair and loose in back. 4. Both a. Sandals for traveling. b. Rabbit blankets for cold. c. Painted faces. d. Much tatooing.	Ind. Her. p. 178
	F. Pimas and Papagos 1. Little clothing. 2. Men--breechcloths. 3. Women--wrap-around skirts. 4. Hide sandals for journeys.	Ind. Her. p. 180
	VI. Organizations A. Pueblos 1. Closely knit communities with individual subordinated to group. 2. Each of religious societies responsible for separate work in community. 3. Members of each society's priesthood on town council. a. Ten--thirty members. b. Made town policy. c. Judged offenses. 4. No social classes.	Ind. Her. p. 161 MSE p. 379

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	D. Apaches 1. Basic unit--group of several extended families based on relationship to women 2. Each group had own leaders a. Head chief b. Subchiefs for member families c. Wives of chiefs directed women's activities 3. Sometimes some groups joined, especially for war a. Single leader b. Best warriors of each group were war chiefs c. Head chief and strong subchiefs served as war council d. Major war plans approved by council, but individual could lead raids if he wished 4. Some bands might consider selves one people, or tribe, but no tribal officers	Ind Her. p. 167
	C. Navahos 1. Basic unit--Single family based on descent from woman 2. Extended families lived near each other and worked together 3. Two or more extended families ("outfits") had informal leadership by head of most important family 4. Several "outfits" in same general area a "community" a. Could have headman b. Decisions by unanimous vote in public meeting of men and women 5. By 1846, communities had peace chief and one or more war chiefs 6. By 1920's, tribal organization to deal with U.S. organization and for economic matters a. Tribal council of 75 to make decisions and handle affairs b. Home rule still strong c. Today--sixty matrilineal clans 1. Named for localities or origins (Ute, Zuni) 2. Main job--regulate marriage	Ind. Her., p. 172-173
	D. Upland Yumans 1. Small family groups under headmen of little power 2. Tribes loosely organized, no general leaders	Ind. Her., p. 177
	E. River Yumans	Ind. Her., p. 178

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	1. Individual family groups and clans 2. Strong tribal loyalty 3. Tribal chiefs were advisors and conductors of religious ceremonies 4. War chiefs and shamans led bands of archers and clubmen into battle F. Pimas and Papagos 1. Pimas--Strong tribal organization with one leader 2. Papagos a. Units of villages b. Governed by headmen and councils of adult males c. Frowned upon individual striving for power VII. Religious and Other Customs A. Pueblos 1. Religion a. Associated daily with all activity b. Chief unifying force c. Year-round succession of ceremonies--costumes, dances, songs, stories d. No shamans e. Object of rites--welfare of entire people (1) Bring rain (2) Cure diseases f. Members of male religious societies trained to impersonate kachinas (deities and spirits) (1) Roamed pueblo (2) Danced, gave gifts to children (3) Followed by clowns ridiculing wrong-doers g. Equipment kept in kiva in plaza h. Boys went through several stages of initiation and training to enter societies i. Individualism an offense to gods and spirits 2. Marriage and divorce a. Marriages monogamous b. Little courtship and emotion c. Divorce by woman placing man's possessions outside door of home	Ind. Her. p. 176 Ind. Her. p. 161 M.S.E., p. 379

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	B. Apaches 1. Religion a. Mountain spirits (gans) had powers for both good and evil. b. Spirits represented in ceremonial dances, incorrectly called "Devil Dances" by whites. c. Used shamans. (1) Usually older men, sometimes women. (2) To intercede with spirits, get good will and prevent evil. d. Much mythology. e. Many ceremonial customs--like sand painting. f. Special ceremonies before wars and raids and after victories. 2. Great fear of witches and dead. 3. Burned homes and possessions of dead. C. Navahos 1. Religion a. Basic idea--live in harmony with supernatural and with universe. b. Mortals called Earth Surface People; supernatural beings called Holy People. c. Ceremonies must be precisely carried out to restore harmony between two groups; must be word-perfect. d. Shamans conducted ceremonies but no organized priesthood or societies. 2. Women had very strong influence in all phases of life. 3. Fear of dead; homes of dead abandoned. D. Upland Yumans 1. Religion a. Very simple rituals. b. Some borrowed from Hopis. c. Shamans got power in dreams--used it to cure sickness. 2. Sometimes confused with Apaches by whites; because of cultural borrowing from Apaches.	Ind. Her. p. 168-169 Ind. Her. p. 174-175 Ind. Her. p. 176-177

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	E. River Yumans 1. Dreams of great importance a. Foretold events b. Had symbollic meaning c. Source of abilities and power 2. Shamans accompanied large war parties to protect warriors 3. Individuals with appropriate dreams could lead raiding parties	Ind. Her. p. 178-179
	F. Pimas 1. Disliked war but often had to fight aggressors 2. Ceremonial purification necessary after killing opponent	Ind. Her., p. 179
	VIII. Conflicts with Settlers and Leaders	Ind. Her., p. 296
	A. 1598--Spanish took control of Pueblo country 1. Destroyed 100 towns; killed, tortured, enslaved Indians 2. Made Indians serfs on own land 3. Franciscan friars established churches but Indians clung to own beliefs 4. Revolt by San Juan pueblo under Pope--1680; Spanish escaped to El Paso 5. Indians ruled New Mexico for twelve years 6. Diego de Vargas retook Santa Fe and area, 1692-1696 7. Hopis never reconquered by Spanish 8. Missions among Pimas 9. Yumas, Apaches, Navahos not reconquered; sometimes raided Spanish settlements, sometimes sold slaves to Spanish	W.D. p. 149 Ind. Her., p. 297 W.D. p. 159
	B. 1847--Americans took over at Santa Fe 1. Revolt by Pueblos at Taos a. American troops defeated them; hanged leaders b. Powerless afterwards to pretest injustices	Ind. Her., pl 332
	C. Navaho conflicts 1. Navahos easily adopted white customs but sometimes raided American settlements 2. Many expeditions could not stop raids 3. 1863--Kit Carson led 400 Americans through Canyon de Chelly a. Destroyed animals and crops b. Made prisoners walk 300 miles to reservation near Fort Sumner in New Mexico	W.D. p. 149 Ind. Her., p. 333

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Southwest Indians	c. After four years, back to reservation in northeast Arizona d. No more raids D. American vs. Apaches 1. Apaches friendly at first 2. Raid started during Civil War; fighting to 1871 a. Indians trying to preserve old way of life b. Leaders--Mangas Coloradas and Cochise 3. Mangas Coloradas shot after being tricked with peace talks 4. Temporary peace with aid of California volunteers and other Indians 5. Apaches on reservations but revolt against injustices when moved to new reservation 6. War in Arizona and New Mexico a. Leaders--Victorio, Nana, and Geronimo b. Geronimo finally surrendered in 1886; imprisoned in Florida, Alabama, Oklahoma c. Some groups continued fighting to 1900.	Ind. Her., p. 333 W.L., p. 149

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Western Indians	**WESTERN INDIANS (Plateau, Great Basin, California) and Indians of Pacific Northwest**	
	I. Location	
	A. Plateau	Ind. Her. p. 130
	1. Between Rocky Mountains and Cascade Mountains	
	2. From Canada to southeastern Oregon and central Idaho	Ind. Her. p. 123
	B. Great Basin	
	1. From Rockies to Sierra Nevada	
	2. Utah, Nevada, eastern California, southeastern Oregon southern Idaho, western Wyoming, northwestern Arizona	Ind. Her. p. 137
	C. California	
	1. Most of present state	
	2. Not including eastern areas and northwest corner	Ind. Her. p. 72
	D. Pacific Northwest	
	1. Western shoreline of Washington and Oregon	
	2. Alaskan panhandle	
	3. Western shoreline of Canada not included in this unit	M.S.E. p. 354
	II. Some of Tribes	
	A. Plateau	
	1. Spokan, Coeur d'Alene, Yakima, Flatheads, Cayuse, Nez Perce	
	B. Great Basin	
	1. Klamath, Paiute, Modoc, Shoshoni, Bannock, Ute	
	C. California	
	1. Shasta, Hupa, Maidu, Serrano, Mohave	
	D. Pacific Northwest	
	1. Tillamook--Oregon; Chinook--Washington; Tlingit--Alaska	
	III. Homes	M.S.E. p. 370
	A. Plateaus	Ind. Her., p. 134
	1. Winter--circular pits with earthen roofs	W.B. p. 130
	2. Summer--oblong pole houses covered with rush and bark mats	
	3. Sometimes long houses 100 feet or more in extent	
	4. After horses obtained, more hunting of buffalo, so tepees used by such hunters	Ind. Her. p. 135

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Western Indians	B. Great Basin	
	1. Wickiups--brush huts	
	a. Conical shape.	Ind. Her. p. 128
	b. Framework of willow or juniper poles.	W.B. p. 130
	c. Covering of brush, bark strips, or grass matting.	MSE, p. 377
	2. Sweathouses	
	a. Men's clubs.	
	b. Lodging for unmarried men.	
	C. California	
	1. Usually framework of poles covered with earth, brush, bark, wooden slabs.	
	2. Some earthen mound lodges, some rectangular plank houses, some grass and mud houses.	Ind. Her. p. 141
	D. Pacific Northwest	W.B. p. 130
	1. Large, rectangular-shaped.	
	2. Log Frames covered with planks.	MSE, p. 375
	3. Planks anchored with stones or vines.	W.B. p. 130
	4. Large, painted gables.	
	5. Carved and painted door posts.	
	IV. Means of Support	
	A. Plateau	
	1. Mainly fishing, especially salmon, also sturgeon and eels.	Ind. Her. p. 134
	2. Gathered roots, berries, moss, bark.	MSE p. 376
	3. Hunted deer, antelope, rabbits, buffalo.	W.B. p. 130
	4. Increased buffalo hunting after horses came north.	
	B. Great Basin	Ind. Her. p. 127
	1. No agriculture, but seasonal wandering routine for gathering and hunting.	MSE p. 377 W.B. p. 130
	2. Gathered greens, roots, berries, nuts.	
	3. Fishing where possible.	
	4. Hunted deer, antelope, mountain sheep.	
	5. Caught grasshoppers, prairie dogs, lizards, mice, birds.	
	6. Fall rabbit drives and spring antelope drives.	
	7. Some became buffalo hunters after horses came north (about 1700 A.D.).	
	C. California	Ind. Her. p. 141
	1. No agriculture but food surplus.	MSE p. 377

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Western Indians	2. Acorns a main part of diet 3. Gathered seeds, fruits, nuts, roots, berries 4. Fished along coast 5. Hunted elk, deer, birds, reptiles, insects	
	D. Pacific Northwest 1. Abundant supply of food easily obtained 2. Fished for salmon, halibut, cod, whales 3. Gathered roots and berries 4. Hunted elk and other game in forest 5. Learned to preserve food for winter	M.S.E., p. 375 Ind. Her., p. 72
	V. Clothing A. Plateau 1. Men--buckskin loincloths 2. Women--front and back aprons or skirts of shredded bark fiber 3. Both--barefoot in west ; mocassins in east 4. Both--fur robes in winter	M.S.E., p. 376
	B. Great Basin 1. Often no clothing 2. Men--buckskin apron or breechcloth 3. Women--overlapping, fringed front and back aprons of shredded bark 4. Women--basketry hats 5. Both--blankets and winter robes of rabbit fur	M.S.E., p. 377 Ind. Her., p. 128
	C. California 1. Men--naked or skin loincloths 2. Women--short skirts, basketry hats, sometimes cloaks, or rushes, fur, or feathers 3. Both--barefoot in summer, moccasins and leggings in winter or for journeys	M.S.E., p. 377 Ind. Her., p. 141
	D. Pacific Northwest 1. Usually made of shredded cedar bark 2. Men a. Naked or breechcloth in summer b. Full-length shirts in winter c. Round, brimless hats or cone-shaped, brimmed hats or plant fibers d. Pierced noses to wear ornaments	M.S.E., p. 375 W. B., p. 130 Ind. Her., p. 77

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STRATEGY	CONTENT	MATERIALS
V. Information	e. Some Mustaches and beards	
	3. Women--plant-fiber skirts always worn	
Committee #5 Western Indians	4. Both	
	a. Fur and hide cloaks in winter	
	b. Usually barefoot; moccasins and leggings for travel	
	c. Tatooing	
	5. Tlingits had blankets of cedar bark and mountain goat hair	
	VI. Organizations	
	A. Plateau	
	1. Each settlement ran own affairs	Ind. Her., p. 133-134
	2. Usually a headman for settlement	
	a. Chosen for accomplishments and personal abilities	
	b. Life term--served mostly as counselor and guide	
	c. He and other leading men could be both civil and war leaders, but little war	
	2. Sometimes villages with similar culture and language met	
	a. For trade, council, food gathering, hunting, war against common enemy	
	b. For hunting and war, leading men might choose one leader	
	B. Great Basin	
	1. Small family units	Ind. Her., p. 127-128
	a. Extended families of twenty-five to thirty persons	
	b. Took advice of wisest, called "talkers"	
	2. In winter, families joined in groups	
	a. Some had special territory	
	b. Some families changed group affiliation--result: common culture	
	3. No tribes, no clans	
	C. California	
	1. Usually small, extended family units of less than one hundred	Ind. Her., p. 142-143
	2. Some had groups of 250	
	a. Headmen and leaders ran civil affairs but little authority	M.S.E., p. 377
	3. Each unit had special territory	
	4. Larger also had temporary village sites	
	5. Some villages had clan groups to direct ceremonies, festivals, games	
	D. Pacific Northwest	M.S.E., p. 376

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Western Indians	1. Lived in villages of extended family houses. 2. Some villages might unite but no real tribal organization. 3. In north, families lived in clan groups. 4. Social classes: nobles, common people, slaves. 5. War raids mostly to obtain slaves. 6. Richest men were headmen of villages. VII. Religious and Other Customs A. Plateau 1. Religion a. Centered around seeking vision and finding one or more guardian spirits. b. Shamans had especially strong spirits used for curing sickness. c. Winter Spirit Dance (1) Annual rite of several days. (2) Performances by those who had found spirit in preceding year. 2. Western section influenced by Pacific Northwest a. Flattened heads. b. Pierced noses. c. Shredded bark clothing. d. Slat armor. 3. Eastern influenced by Plains a. Skin clothing. b. Leather-covered tepees. c. Parfleches. d. Feather headdresses. B. Great Basin 1. Religion a. Spirits talked to individuals in dreams and visions. b. Medicine men helped sick and located game. C. California 1. Religion a. Religious societies (1) Men and women members. (2) Trained and instructed youth.	MSE p. 377 MSE p. 377 Ind. Her. p. 143

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Western Indians	b. Ceremonies built around dance (1) In northern cults, masked dancers impersonated spirits. (2) Southern cults used Jimson weed for hallucination. c. Part time priests demonstrated power in ceremonies. d. Ceremonies influenced by Pacific Northwest and Southwest. 2. Non-religious life a. Enriched by tales, myths, songs. b. Variety of musical instruments. D. Pacific Northwest 1. Religion a. Believed in animal spirits and sought protection, especially raven, bear, eagle, beaver. b. Also sought guardian spirit through visions. c. Shamans (1) Conducted special ceremonies. (2) Used magic tricks to out-do rivals. d. Secret societies (1) For nobles only. (2) Best known--Cannibal Society of Kwakiutl (Canada). e. In some ceremonies, dancers wore symbolic masks. 2. Great skill in crafts, especially woodworking (totem poles). 3. Only Indians to emphasize personal wealth. a. Accumulated blankets, canoes, slaves, panels of hammered copper. b. Potlatch (from Nootka word, patshatl). (1) Feast given by nobles on special occasions. (2) Host destroyed or gave away wealth. (3) Host boasted about his wealth and insulted guests. II. Conflicts with Settlers and Leaders A. California 1. 1834--Mission Indians left helpless when Mexican government closed missions. 2. 1849--Gold Rush meant miners overran villages, hunting and gathering grounds. 3. Some Indians took to robbery and whites took revenge on all Indians. a. Indian women and children murdered. b. Men enslaved. c. 70,000 killed, 1849--1859.	Ind. Her. p. 143 MSE p. 376 MSE p. 376 Ind. Her. p. 74

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Western Indians	4. Government took away Indian title to lands and put Indians on reservation. a. Further deaths from disease and poverty. b. Some improvement after Helen Hunt Jackson wrote A Century of Dishonor in 1881 and Ramona in 1884.	
	B. Oregon 1. Flood of settlers, after U.S. obtained in 1846, caused conflict.	Ind. Her. p.327 W.B. p. 148
	2. 1847--measles epidemic a. Cayuse panicked. b. Cayuse murdered missionaries, Marcus and Narcissa Whitman, and other settlers at Waiilatpu. 3. Rogue River Indians fought miners. 4. Shoshoni and Bannocks fought wagon trains. 5. Indians finally subdued.	
	C. Washington Territory 1. Causes of conflict a. 1854-55, governor tried to get a railroad to the coast and land for settlers. b. Indians resented haste, coercion, and trickery in land deals.	Ind. Her. p. 327
	2. Result: series of wars a. Puget Sound tribes defeated and put on small reservation. b. After 1858 (1) Yakimas, Cayuses, Wallawallas, Spokans, and Coeur d'Alenes defeated. (2) Most of chiefs killed or hanged. (3) Tribes on reservations.	Ind. Her. p. 330 W.B. p. 148
	3. End of conflicts in 1879 when Bannocks and Sheepeaters put on reservations.	
	D. Utah 1. Walker War--1853. 2. Black Hawk War, 1865-1868. 3. Many deaths resulted from both wars--Indians and Mormons.	Ind. Her. p. 328 W.B. p. 148
	E. Nez Perce War 1. Causes a. 1855--Tribe given reservation where Washington, Oregon, Idaho join. b. 1860--gold discovered on reservation land. c. 1863--government agents got headmen to sign treaty to go on smaller	

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CONTENT

MATERIALS

reservation, but chiefs would not honor
d. Crisis when Chief Joseph band refused to go on reservation
2. Fighting
a. Young warriors killed settlers on Salmon River
b. Force of 300 stood off General Howard at White Bird Canyon in Idaho
c. Masterly retreat through southeast Montana and north across Yellowstone Park
(1) Chief credit really to Looking Glass and Ollikat, but usually given to Chief Joseph (Red Napoleon)
(2) Chief Joseph one of greatest Indian leaders
d. Stopped for rest at Bear Paw Mountain, 40 miles from Canada
e. Colonel Miles defeated Indians in five day battle
f. Joseph surrendered October 5, 1877
3. Results
a. Nez Perce on reservation in Oklahoma, although promised one in Northwest
b. Chief Joseph to Washington to plead case with support from white people in East
c. Joseph returned to reservation in Washington but not where he wanted
d. Those who didn't fight put on reservation in Idaho

F. Modoc War, 1872-1873
1. Causes
a. Rebellion against poor living conditions on reservation — W. D., p. 148
b. Attempt to arrest Captain Jack (Kintpuash) for murdering medicine man — Hagan, page 115
2. Captain Jack led attempt to return to hunting grounds
3. Modocs held out in lava beds on California-Oregon border for six months
4. After surrender, Captain Jack was hanged and Modocs sent to exile in Oklahoma

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	INDIAN-WHITE RELATIONS	
	I. Effect on Indians of contact with whites	
	A. Positive, from Indian point of view	Hagan, p. 4
	1. Horse most important	
	a. Greater mobility	
	b. Could haul larger loads	
	c. Whole new way of life	
	2. Metal tools, scrapers, kettles	
	3 Muskets	
	4. Sheep	
	B. Negative or questionable	
	1. Shifting of tribes because of white pressure meant inter-tribal fighting	Hagan. p. 6
	2. Indians became dependent on trade goods	
	3. White men's diseases reduced numbers, and survivors often scattered	
	4. All phases of Indian life changed--clothing, housing, transportation, social and political systems, religious beliefs, and customs	Ind. Her., p. 346-347
	C. Acculturation only--no assimilation as desired by whites	
	D. In colonial period, contact with English most disastrous	
	1. French needed Indians as hunters and treated accordingly	
	2. Spanish put Indians into forced labor but saved their lives to convert them	
	3. English wanted Indians' land	
	a. Indians resisted so less assimilation with English	
	b. Indian choice	W. B., p. 144
	(1) Move to lands occupied by other Indians and fight for possession	
	(2) Fight English for lands already occupied	
	c. Pattern of English experience repeated in new U. S.	Hagan, pp. 29-30
	(1) Use Indians to gather furs and make dependent on trade goods	
	(2) Put pressure on Indians to sell as game supply decreases and settlers move in	
	(3) Crush Indian resistance and get treaty ceding land (Indians thought they have right to use land, not land itself)	W. B., p. 144

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval	(4) Push Indians farther west to live with neighboring tribes or on reservations	
	II. Policies of United States Government toward Indians	
Committee #6 Indian-White Relations	A. Likenesses to English	Compton's Encyclopedia, Vol. 12, 1969, p. 147 (Future reference-Comp)
	1. Indian land could be purchased only by government representatives (U.S. law--1790)	
	2. If interests of Indians and citizens conflict. Indians lose	
	B. Congress under Articles of Confederation	
	1. Could not prevent abuses of Indians by states	Hagan, page 30
	2. Could not protect Indians on frontier from white settlers	Hagan, p. 39
	a. Settlers and land speculators thought end of Revolution a signal to move into Indian country	
	b. Felt God and reason against holding of land by those who could not cultivate it	
	3. Passed Northwest Ordinance, 1787	
	a. Promised no land taken without consent of Indians and no invasion of Indian territory	Hagan, p. 42
	b. Actually, Governor Arthur St. Clair's orders were	
	(1) Try to eliminate Indian rights to land east of Mississippi	
	(2) Keep treaties, unless he could get boundary changes favorable to U.S.	
	C. Washington administration	
	1. Indian affairs under War Department	Ind. Her., p. 315-316
	2. First Secretary of War, Henry Know, says Indians owned soil and could be put out only with their consent	
	a. Knox one of first to think solution was to put Indians on farms	Hagan, p. 43
	b. Not enough money for teachers and equipment to fit Indians for farming	
	3. Dealt with Indian tribes as foreign nations; agreements were treaties ratified by Senate	Comp., p. 147
	4. Agency system	
	a. Chain of government-owned and operated "factories" (stores) in Indian country	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	b. Factories bought furs and sold goods. c. Cheated Indians. d. Lasted to 1822. e. Ended by pressure of private trading companies not wanting government competition.	Ind. Her. p. 334
	D. Later administrations 1. Tried to avoid or reduce conflict. 2. Jefferson hoped Indians would learn to farm. 3. Monroe, John Quincy Adams a. Believed conflict unavoidable. b. Indians wanted to hunt, and whites wanted to farm--same land. 4. Jackson first to take position of removing Indians from lands whites wanted.	Ind. Her. p. 335 Hagan, p. 65
	E. After War of 1812 1. Americans felt less need to conciliate Indians since British gone from Northwest. 2. Without British help available, Indians in Northwest forced to sign treaties giving up lands. a. Many agreed to reservations in eastern Kansas. b. Some allowed to stay on small and undesirable lands as in Wisconsin--tragedy for Winnebagos. 3. 1819--school policy for Indians a. Congress gives $10,000 annually. b. Church groups invited to use for Indian schools. c. Private funds added. d. Uneven results.	Ind. Her. p. 318 Hagan, p. 81-85 Hagan, p. 87-88
	F. 1824--creation of Bureau of Indian Affairs (BIA) 1. Under War Department. 2. Directed by Commissioner for Indian Affairs.	Comp. p. 147
	G. 1830--Indian Removal Act 1. Government intended to guarantee new lands west of Mississippi forever. 2. White men already crossing Mississippi--history to repeat.	Ind. Her. p. 335
	H. Government policy after whites across Mississippi 1. Make treaties--legal transfer of land titles from Indians to U.S. government.	Hagan, p. 68

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval	2. Then survey land and sell to settlers 3. Put Indians on more reservations	
	I. 1834--Indian Reorganization Act 1. Payment for tribal lands to chiefs or other tribal representatives, not to individuals 2. Had effect of strengthening tribes	Hagan, p. 68
	J. 1849--Bureau of Indian Affairs transferred to new Department of Interior 1. To enforce restrictions on Indian land and prevent illegal loss 2. To be responsible for protection and welfare of Indians 3. To help Indians sell land 4. To supervise leasing of lands 5. To act as trustee of money from sale and leasing and to use money for benefit of Indians 6. To keep track of inheritance of Indian land 7. To supervise reservations 8. Today a. To supervise education b. To provide public services and welfare aid c. To help Indians relocate and find jobs off the reservations d. To administer Indian projects on reservations 9. 1870--Bureau put in charge of schools a. By 1899, 148 boarding schools off reservations and 225 day schools on reservations	Comp., p. 147-148 W. D., p. 140 Hagan, p. 134-137
	K. Homestead Act--1863 1. So many new settlers that growing impatience with having to obtain Indian land by treaties 2. Slaughter of buffalo drove Indians to reservations--promises of food	Ind. Hea., p. 339
	L. Indian Territory 1. Almost identical with present Oklahoma 2. Originally for Five Civilized tribes--self-government 3. After 1866, many other tribes were moved in	W. D., p. 143

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	4. 1889--unassigned lands opened for white settlement 5. By 1900, six times more whites than Indians 6. 1901--Indians in Indian Territory made U.S. citizens 7. 1907--Oklahoma became a state; no more Indian territory M. New policies started in 1871 1. Congress ruled Indians no longer regarded as independent nations --no more need for treaties 2. Grant's "Peace Policy" a. Chief religious groups share responsibility for reservations b. Aims: (1) Reduce graft among Indian agents (2) Speed up pacification and assimilation c. Results (1) Churches quarreled over distribution of reservations (2) New agents no better than others (3) Few religious groups gave enough support (4) Missionaries discouraged Indian customs (5) Missionaries restricted Indian religious and other liberties (6) No peace--Army still necessary to back up authority (7) Where no reservations, Indians still roamed free N. Dawes Act--General Allotment Act, 1887 1. Purpose--speed up Indian adjustment to white man's way of life 2. Provisions a. Reservations divided into separate pieces for each Indian b. 160 acres for each adult; 80 for each child c. Indians could sell "surplus" to white homesteaders 3. Results a. Indians lost 86 million acres b. Lands sold at low prices--swindling c. When money spent, Indians destitute d. Much of land too poor to farm and no help given e. Individual allotments decreased by inheritance f. Some Indians went into wild west shows to earn money O. Medical division created in BIA, 1910 1. Many Indians preferred own methods	Ind. Her., p. 340 Comp., p. 140 W. D. p. 130 Ind. Her., p. 350 Hagan, p. 148-9 Hagan, p. 151-2

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STRATEGY		CONTENT	MATERIALS
V. Information Retrieval		2. Death rate declined after 1930.	
	P.	Snyder Act, 1924	
		1. Indians given U.S. citizenship.	Ind. Her. p. 351
Committee #6 Indian-White Relations		2. Reward for services in World War I.	
	Q.	1920's--re-examination of Indian policies	Hagan, p. 152
		1. Committee of One Hundred appointed to do this--1923.	
		2. Secretary of Interior asks private concern to make survey; result: Meriam Report.	
		3. Tribal identities becoming blurred.	
		a. Tribes crowded into small areas.	Hagan, p. 150
		b. Attendance at boarding school.	
		c. Pan-Indian movement begins, 1925.	
		4. Hoover Administration	
		a. Attendance at public schools encouraged.	
		b. Education appropriation quadrupled.	
		c. Efforts to improve BIA personnel and slow loss of Indian lands.	Hagan, p. 154
	R.	1930's	
		1. Indians suffered severely from economic depression, drought, and grasshoppers.	Hagan, p. 154-8
		2. New Deal--CCC for Indians.	
		3. John Collier, sympathetic to Indians, named to head BIA.	Comp. p. 148
		4. Wheeler-Howard Indian Reorganization Act, 1934	W.B. p. 138
		a. Based on Meriam Report and Collier's recommendations.	
		b. Provisions	
		(1) Stopped allotment of land and sale outside tribe.	
		(2) Unsold lands returned to tribe and more to be purchased.	
		(3) Tribes could organize for self-government, write constitution, incorporate for business.	
		(4) Revolving fund to provide credit for Indian agricultural and industrial projects.	
		(5) Preference to Indians applying for BIA jobs.	
		(6) Emphasis on local tribal control.	
		c. Results	
		(1) 3 million acres added to reservations by 1940.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	(2) Over 100 tribes wrote constitutions; over 200 started economic organizations. (3) Removal of stigma from Indian cultures helped Pan-Indian movement and raised Indian morale. (4) Greater economic prosperity strengthened self-interest over clan and family for some Indians. S. World War II--1941-1945 1. Approximately 25,000 serve in armed forces. 2. Many Indians in communications teams using native languages to confuse enemy. 3. Aftermath a. Some return to reservations wanting to use white man's technology. b. Others stay in cities, but keep attachment to own people. c. Since 1948, Indians vote in all states. d. Since 1953, equality of drinking privileges by act of Congress. T. Indian Claims Commission--independent agency of U.S. Government--established 1946 1. Hears and decides claims against U.S. by any Indians living in U.S. 2. Three commissioners appointed by President with consent of Senate can hold hearings anywhere in U.S. 3. Deals primarily with undervaluation of tribal real estate in treaties of purchase. 4. Final report, after possible appeal to Court of Claims, given to Congress for payment. 5. Implementation a. By 1965, 850 claims filed, 25% settled, $140 million granted. b. Past federal expenditures for tribe subtracted from award. c. Funds held by BIA to use as decided by tribal governing bodies. d. Latest case--June 30, 1970 (1) New boundaries for Navajo reservation. (2) 30 million acres instead of original 8 million acres. (3) Indians want $1 per acre, but amount not yet settled. U. Eisenhower Administration 1. Two laws in 1953 a. States can take control over civil and criminal matters on reservations without Indian consent.	W.B. p. 140 Comp. p. 148 Hagan p. 167 Akron Beacon Journal June 30, 1970, p. A4

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	b. "Termination" of federal relations with Indians as soon as possible. 2. Aims of termination a. Speed assimilation of Indians. b. Breakdown tribal and cultural customs interfering with economic progress. 3. Result--confusion for tribes. 4. By 1958 Secretary of Interior says no termination until Indians can take care of selves and give consent. 5. Some tragic results a. Menominee of Wisconsin--worst off. b. Utah--Paiutes. c. Oregon Klamath Indians. 6. Today, Indians oppose termination. a. End to special status and protection arrangements with U.S. government. b. In practice means annihilation. c. Would have to compete with more politically powerful blacks. 7. Policy ended by 1961, but still wanted in Washington and California. 8. Later policies a. Promotion of industry on reservations, but most don't have raw materials, transportation and power. b. Relocation of Indians in jobs off reservations, but 20% return. c. 1955--U.S. Public Health Service took over medical care on reservations. V. 1960's 1. Two groups studying Indian situatio a. American Indian Chicago Conference. b. Task force appointed by President Kennedy. 2. Both groups find that Indians want to a. Remain Indian. b. Have land protected from expropriation. c. Make own plans and decisions. d. Improve conditions of Indian life. e. Financial assistance for (c) and (d).	Read. Dig. 109 Hagan p. 164 Ind. Her. p. 355 Saturday Review October 4, 1970 p. 39 (Future Reference S.R. --10/4) S.R. -10/4 p. 40

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White	3. Kennedy Administration a. Philleo Nash as commissioner b. New Programs in education, vocational training, housing, economic development	Ind. Her., p. 355-356
	4. Indians included in President Johnson's Great Society programs a. Benefits and funds for health, housing, education, manpower development and vocational training b. 1964--Office of Economic Opportunity programs on reservations (1) Indians plan and run own programs (2) Indians show they can do it	Ind. Her., p. 35
	5 BIA upgrades educational program after 1966 a. Instill Indian pride through study of history and culture b. Use of Indian languages in classrooms c. Involvement of Indians in administration of schools	Ind. Her., p. 357
	6. 1967--Commissioner Robert L. Bennett (Oneida) says BIA should become coordinator of programs and provider of technical and specialist assistance	
	W. Nixon Administration 1. Louis Rooks Bruce (Mohawk and Sioux) as Commissioner	Look, p. 35
	2. Secretary of Interior Walter Hickel wants to make Commissioner and assistant Secretary to increase power	
	3. Secretary Hickel trying to find Indians for 17 top posts in Bureau	
	4. Assistant Secretary of Interior wants a. Policy of contracting BIA services to Indians b. BIA offices to be technical assistance groups	Senior Scholastic October 13, 1969, p. 7/Sr. Sch.
	5. President Nixon promised to respect Indian right of self-determination and to encourage Indians to help in planning own future	
	III. Status of Indians Today A. Indian is anyone with 1/4 Indian blood	W. B., p. 138
	B. Approximately 380,000 in U.S	Read. Dig., p. 105
	C. 380,000 live on or near reservations 1. 284 separate Indian land units under BIA--reservations, colonies, rancherias, communities	Ind. Her., p. 359
	2. Need not live on reservations, but land is tax-free	
	3. Some live on reservations and commute to jobs in factories, on farms, in mines	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	4. Seventy per cent of housing is substandard. D. Largest center of Indian population in U.S. 1. Arizona--approximately 85,000. 2. Oklahoma--approximately 65,000. 3. New Mexico--approximately 57,000. 4. Alaska--approximately 30,000. 5. California and North Carolina--approximately 40,000. 6. South Dakota--approximately 30,000. 7. Montana and Washington--approximately 22,000 E. Average yearly income 1. $1500 2. Less than half of national poverty level. F. Average life span 1. 44 years. 2. National average--66 years. G. Infant mortality rate after first month is three times national figure. H. Suicide rate for teenagers is five times national average. I. Education 1. 1968--6000 Indians of school age not attending school. 2. 1968--77 boarding schools a. 35,309 children. b. Many far from home. c. Charges of ill treatment. 3. 1968--57.4% attending public schools under BIA contracts a. Local and state governments won't take responsibility because reservation lands not taxable. b. Insufficient attention to study of Indian heritage and culture and special needs. 4. Poorest self-concept of all minority groups. 5. Scores lower than national average at every grade level. 6. Dropouts twice national average. 7. Four-fifths of Indian males have less than five years of school. 8. Eighteen per cent go to college but only three per cent graduate. 9. Eighteen dollars spent per year per child;--national average, forty dollars.	Read. Dig p. 107 Sr. Sch. p. 6, 7 Time, February 9, 1970, p. 16-17 Look, p. 36 Read. Dig. 107 Sat. Rev. 1/24 page 57

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	10. Two-thirds of children entering school know no English, so handicapped from start. 11. Only 16% of teachers are Indian a. Fewer becoming teachers than twenty years ago. b. Most Indian teachers not assigned to home communities. J. Examples of Indian life today 1. Cocopah Indians. 2. Blackfeet Indians ("Poverty and Despair--Hope Has Little Meaning for the Blackfeet"). 3. William Horn Cloud--Sioux ("The Enduring Tradition--A Man for these Times"). 4. Michael Benson--Navajo ("Militant Youth--A College Freshman Prepares for Action"). 5. Menominee Indians ("Search for Independence--The Reservation That Became a County"). 6. Apache Indians ("Prosperity on a Reservation--The Happiest Fishing Ground"). 7. Nellie Green--Seminole ("Between Two Worlds--Autobiography - Seminole World"). 8. Buffy Sainte-Marie--Cree ("A New Spirit: Indian and Proud"). 9. Navajos ("Learning on the Reservation--Community College for the Navajos"). IV. Reasons for Indian Dissatisfaction A. Basic problem--life controlled through BIA can do only what BIA permits 1. Indian criticism of BIA a. No way to appeal BIA decisions. b. BIA controls use, sale, exchange, and other land transactions. c. BIA often treats Indians as legally incompetent. d. Indian wills can be invalidated and land sold. e. Bureau can allow land sale to qualify Indians for welfare, but Indians must then spend all money received to qualify for welfare. 2. Other criticisms	Look, page 37 American Indians Today (kit) Read. Dig. p. 105 Am. Obs. 3/2/70, page 4

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	c. BIA wants Indians dependent so don't lose jobs d. BIA emphasis on economic development will wreck Indian culture 3. Defense of Bureau--doing best it can in spite of: a. Much reservation land too poor for farming b. Many reservations far removed from industry and business c. Reservations limited in area, while Indian population growing d. Indians reluctance to abandon old ways makes for poor education and ability to compete for jobs B. Have to live under 2000 regulations, 389 treaties, 5000 statutes 2000 federal court decisions, 500 Attorney-General opinions C. Legal counsel hard to get 1. Supposed to be provided but seldom is 2. Tribes can only hire lawyer with government approval Schools poor 1. Taught to despise selves as well as heritage, history, and culture 2. Biased textbooks 3. Indian children taunted by whites 4. Inadequate for competition in U.S. economy Lack of knowledge and money to develop prosperous economies on reservations Prejudice shown in movies and on TV Resentment against shopkeepers 1. Use of Indian religious symbols in advertising 2. 400% mark-up on Indian-made goods Pressured to become like white men, but don't want his attitudes and values Treaties broken, lands diminished, water diverted Racial prejudice in jobs and housing Live in squalor while surrounded by beauty Many of those who leave reservations trapped in urban ghettoes	Read. Dig., p. 106 Time, 2/9, p. 16 Sr. Schol., p. 6-7

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	V. Evidence of concern A. Private business 1. Since 1962--150 new plants on or near reservations. 2. 5000 new jobs for Indians. B. New Indian enterprises 1. Lumni aquafarm. 2. Navajo Forest Products Industries. 3. Crow developing mineral resources in Montana. 4. Cooperative fisheries in Bethel, Alaska. 5. Plans--Zuni of New Mexico, Seneca of New York. C. Spokesmen in Congress 1. Senator Walter Mondale--Minnesota. 2. Senator Edward Kennedy--Massachusetts, Chairman of Senate Subcommittee on Indian Education. D. Ford Foundation Grants, 1970 1. $250,000 to Navajo Community College in Arizona a. Leadership training. b. Formation of library to gather studies on Indian affairs as basis for future planning. 2. $54,500 to Oklahomas for Indian Opportunity a. Funds for youth clubs throughout state. b. Compensation for lack of attention to Indian heritage in schools. E. Current trends in Indian education 1. Pluralistic curricula a. Respect for Indian tradition and identity. b. Teaching of skills for modern American living. 2. Indians to make policy for own local schools. 3. New Schools a. Rough Rock School, Chinle, Arizona, 1966 (1) Five member Navajo School Board. (2) Program to enhance Navaho tradition. (3) Instruction in two languages. b. Similar school in Ramah, New Mexico.	S.R. 1/24 p. 57 Look, p. 37

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2. Confrontation tactics
   a. Seizure of Alcatraz
      (1) Success on third try--December, 1969.
      (2) Leader--Richard Oakes (Mohawk), student at San Francisco State College.
      (3) Willing to buy for $24 in glass beads and red cloth.
      (4) Want to establish cultural center and research facility.
      (5) Help from sympathizers in Bay area.
      (6) Flag--broken peace pipe and crimson tepee on blue field.
      (7) Signs of progress
         (a) Secretary Hickel took island off surplus property list.
         (b) Congressman George Brown and ten others sponsor resolution to transfer island to Indians as cultural center.
         (c) Washington--Indians temporarily closed fifty miles of seashore because of littering by whites. Time 2/9 p. 14
         (d) Washington--Indians deliberately violated fishing regulations considered violation of their rights.
         (e) Minneapolis--"Indian Patrol" to observe police dealing with Indians in trouble.
         (f) Occupation of BIA offices in Denver, Cleveland, Chicago and Minneapolis.

3. Other tactics
   a. Arthur Goldberg and Ramsey Clark representing Alaska natives in court
      (1) Indians, Aleuts, Eskimos concerned.
      (2) Claim title to 90% of Alaskan land.
      (3) Want to keep 40%, get $500 million and 2% royalty for rest.

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STRATEGY	CONTENT	MATERIALS
V. Information	b. Suits for trespass, employment discrimination, misuse of school funds, unauthorized taking of water rights, breach of treaties	Look, page 36
	c. Weekly trips by tribal councils to Washington to consult with Congress and the Interior Department rather than with BIA	
	d. Active organizations	S. R., 1/24, p. 7
	(1) National Congress of American Indian Tribes	
	(2) National Indian Education Conference	
	(3) Organized college students	
	(4) Advocates of "Red Power"	
	G. Indians becoming fashionable	Time, 2/9, p. 15
	1. Buffy Sainte-Marie's protest songs	
	a. "Now That the Buffal's Gone"	
	b. "My Country 'Tis of Thy People You're Dying"	
	2. Play, Arthur Kapit's Indians--12 weeks on Broadway	
	3. New anti-Custer movie--Little Big Man	
	4. New books	
	a. Custer Died for Your Sins--Vine Deloria, Jr.	
	b. Our Brother's Keeper: The Indian in White America--Citizens Advocate Center	
	c. The New Indians--Stan Steiner	
	d. House Made of Dawn--N. S. Momaday	
	5. Indians scoff at fads: beaded necklaces, fringed jackets, Indian bikinis	
	6. Indian slogans	Look, 2/9, p. 44
	a. This Land is My Land	
	b. Custer Had It Coming	
	7. Resurrection of noble savage myth--reverse racism	Nation, Jan. 26, 1970, p. 87
	VI. What is needed to improve the status of Indians?	
	A. Non-Indian answers to question	
	1. Carnegie Corporation recommendation on education	S. R., 1/24, p. 74-75
	a. Federal Commission for Indian education	
	b. Turn over control of education to Indians in five years with continued federal government support	
	2. Senate Subcommittee on Indian Education	
	a. Improvement of existing schools with federal funds	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee #6 Indian-White Relations	b. Encouragement of Indians to run their own schools. 3. Citizens advocate Center a. Problem-solving process through which Indians can say what is needed. b. Way to give Indians continuous voice in devising programs. 4. Senator Kennedy says Indians should be asked: a. What is wrong? b. What is needed? c. What government policy should be?	Read. Dig. p. 109 Look, p. 36
	B. Indian answers 1. More government spending for schools, roads, housing, health care. 2. Less government advice on how to run affairs. 3. Protection for land and water rights. 4. Help in getting industry they want on reservations. 5. Live harmoniously with nature. 6. Integrity not integration--retain identity. 7. Adjustments of legal relations between true owners of land (Indians) and usurpers (People of United States), according to Deloria a. Treaties resurrected and carried out. b. Tribes to remain tribes. c. Technical assistance for economic independence and then total withdrawal from American Society. 8. Policy Statement from forty Indian leaders a. Met in Denver, August, 1969. b. Represented cross-section of tribes and regions. c. Chosen by Indian communities. d. Indians will define what they need and how to solve problems.	Time 2/9 p. 20 Time 2/9 p. 18 Look, p. 23 Nation, p. 88 Sr. Sch. p. 3

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STRATEGY	REPORTING ACTIVITIES
VI. Reporting Activities	One or more of the following methods of reporting are suggested for use by the various committees:
A. To share information obtained on American Indians	1. A series of student-made slides copied from books and magazines, or a series of pictures shown on an opaque projector, or student-made transparencies with commentary by members of the committee.
B. To gain skill in communicating information to others.	2. Use a filmstrip on a tribe of Indians from a particular cultural area, if available from school or public library collections. Have the committee tell what is good about the filmstrip presentation and what additional information might be given about Indians of that cultural area.
C. To encourage creativity in communication	3. On an enlarged wall map of the United States, draw figures of Indians in proper costume for each cultural area. If space permits, other symbols of the culture could be added--type of home, for example.
	4. On a salt-relief map of the United States, place figures in proper costume for each cultural area. If space permits, add other symbols of the culture for each area.
	5. Compose a series of protest songs or ballads to represent past injustices in each cultural area plus a modern event such as the occupation of Alcatraz; or, write one song with stanzas for each area and at least one modern event, plus a refrain that expresses a reason for current Indian militancy. If possible, play a Buffy Sainte-Marie record to get the idea.
	6. Have debates on the pro's and con's of such topics as the quality of service provided by the Bureau of Indian Affairs or "integrity" vs. "integration" as a solution for Indian problems.
	7. Written group reports.
	8. Interviews with famous Indians as impersonated by members of the class.
	9. Panel discussion (most appropriate for Committee 6).

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STRATEGY

REPORTING ACTIVITIES

VI. Reporting Activities

10. Whatever method of reporting is used, each committee could prepare a one page dittoed summary of the most important factual material for each member of the class.

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STRATEGY	CONTENT
VII. Overview A. To review the most important imformation gathered by the various committees.	After the committees have reported to the class, time should be allowed for review of what has been learned and to evaluate the efforts of the learner. Perhaps the class will reconsider all the original questions that were raised and see whether they have been answered. The major questions will require review so that foundation is laid for going beyond the material studied to the generalizations.
B. To prepare for the formation of generalizations drawn from diverse data.	There will be some BIG QUESTIONS to be considered as a result of the study and possibly some value judgments to be made. Possibly the students will wish to consider the following: 1. How did the white man's assumption of Indian savagery cause bloodshed that in many cases was unwarranted? 2. Why were there various degrees of organization among the Indian tribes; from the federation of the Iroquois nations to the simplicity of the family unit? 3. Why did the concern for group welfare and group decision making play such an important part in the social structure of the Indians--What purpose did it serve? 4. How do you account for the de-emphasis on accumulation of personal wealth among almost all Indian tribes? What purpose did this communal ideal serve? 5. How did the horse help to change the lives of the Plains Indians? 6. Why did the white settlers disregard the rights of Indians, their humanity, and love of land, as they moved west?

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STRATEGY

VII. Overview

CONTENT

7. How does the white man's treatment of the Indian typify the political concept of "power not morality" as the basis for decision making?

8. What affect has the changing nature of the federal government's Indian policies and the incompetency of government agents had on the state of Indian life today?

9. What positive signs are appearing today both within the federal government and among Indians that promise hope for the future of the Indian?

10. What are the major contributions of Indians to American and World culture?

    a. Made it possible for first European settlers in what is now the United States to establish themselves. Ind. Her. p. 30-4
       (1) Gave food
       (2) Taught farming
       (3) Acted as guides
       (4) Supplied furs and other goods for markets in colonists' homelands
    b. Social and Political concepts and structures influenced settlers and European philosophers
       (1) Federation government
       (2) Elected leaders are servants of people
       (3) Society must respect individual diversity
    c. Plants first domesticated by American Indians form one-half of world food supply today
       (1) Two of most important staple crops in world--corn and potatoes
       (2) Cotton, tobacco
       (3) Approximately eighty more
    d. Many Indian devices in use:
       (1) canoes, snowshoes, moccasins, hammocks
       (2) toboggans, parkas, ponchos
    e. Indian designs influenced art
    f. Indian place names abound in Western Hemisphere

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STRATEGY	CONTENT
VII. Overview	g. Hundreds of words added to the English language (1) Skunk (2) Hickory (3) Hominy (4) Tobacco h. Common expressions in American speech (1) War paint (2) Indian file (3) Bury the hatchet (4) Indian summer i. Influence on literature and entertainment j. Woodcraft skills k. Example for conservationists l. Medical knowledge (1) Use of 59 drugs (2) Other methods of treatment m. Ideas being adapted for modern: (1) child psychology (2) group-directed activities (3) cooperatives
	11. What are the major Indian values? a. Strong sense of family relationships, and group identity and group responsibility for all members b. Deep faith in supernatural forces pervading all nature and creatures of earth--man is brother to all living things c. Attachment to the land (1) Land is sacred, protected by spirits (2) Should not be cut with plow if other means of getting food available (3) No understanding or acceptance of private ownership of land d. Built-in sense of ecology; enhance nature, not exploit it e. Against individual ambition and status-seeking (1) No understanding of need to save for future (2) Do not see need to work whole year, if can provide for family in less time

STRATEGY

VII. Overview

CONTENT

f. Belief in right to participate in institutions affecting lives
   (1) autonomy of individual and group within tribe--respect for each man's dream
   (2) leadership by merit
   (3) councils of elected spokesmen
   (4) chiefs with limited authority
   (5) decision by unanimous agreement
   (6) devotion to group welfare
   (7) respect for wisdom of elders

12. What might the Indian have believed if not conquered by the white man?
13. What are the various theories about the origins of the Indian and why they are only theories?

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STRATEGY

CONTENT

VIII. Generalizations

1. "While people are supporting themselves with hunting, fishing, and wild food-gathering, the area will support only a thin population."

2. "In primitive society, where there is less division of labor and where change is slower, there are few associations and are more inclusive."

3. "...wherever society exists, man must set up lines authority for the purpose of organizing for the common defense, the administration of justice, and the preservation of domestic order."

4. "(An important principle underlying all systems of government is) that of willingness to sacrifice for the general good of the group."

5. "The investment of leaders with the exclusive right to employ force or coercion in government occurs only with the formation of the conquest state."

6. "...the simpler a culture is, the fewer are the materials and the narrower is the range of knowledge of which the inventor can be possessed, so that as a consequence the possibilities of invention are more limited."

7. "Political, social, and economic discrimination will usually enable the majority to suppress a minority."

8. "After a period of docile acceptance of second-class status, it can be anticipated that minorities will seek leaders to confront the societal forces which constrain them."

9. "Attempts to gain equal citizenship for a minority group will usually encompass the range of activities from legal to extra-legal to violent actions dependent upon the degree of felt frustration, the length of the 'deprived period,' and the extent of political, social, and economic response."

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STRATEGY	CONTENT
IX. Suggested Culminating Activities	1. Indian Festival with political speeches. 2. A day at Alcatraz (an original play) 3. Radio interview-- 4. Class newspaper from Alcatraz (simulated from Indian view) 5. Debate the following topic: Resolved: we must all conform to the dominant culture of our country. 6. POW WOW (An Indian meeting for festival or decision-making purposes.) 7. Develop a format which includes the presentations made by the six committees strung together with a commentary. 8. Compose a class letter to Mr. Louis R. Bruce containing recommendations of policies to be followed and actions to be taken in order to improve the status of American Indians.

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THE COMING OF THE INDIANS

A Booklet of Supplementary Readings

for use with
Unit 8.1

September, 1970

Some Words to Know Before You Start to Read

archaeologists - persons who study past human life by examining their remains and relics

domesticated - made tame instead of wild

eminent - outstanding

environment - surroundings

fluctuating - rising and falling

incentive - reason to go on, motive

isthmus - a land bridge, a narrow strip of land between two larger bodies of land

migration - movement from one place to another

originated - started

preceded - came before

primordial - the very first

species - a group of animals or plants that have the same characteristics

From The American Indian by Sydney E. Fletcher. New York: Grosset & Dunlap, 1954. Pages 17-21.

"Throughout most of man's long life on this earth there was not a single human being in all of North and South America. Wildlife flourished, but so far as people were concerned these two continents were a huge vacuum. And then between twenty-five and thirty thousand years ago men began to trickle in through a small opening....

"All of the water that was frozen in the Glaciers, sometimes ten thousand feet thick, had evaporated from the oceans and then had fallen as snow. Consequently, the level of the oceans was lower than it is today - three hundred feet lower in some places - and land stood out where none can now be seen.

"The fifty-six-mile stretch between Siberia and Alaska was one such place. Curiously, the snow fell much less heavily there than on the great land masses, and the coast of Alaska and Canada, too, were free of ice long before the glaciers melted and disappeared from other regio s. Animals began to wander across the land bridge between the two continents, then south along the ice-free American shoreline. And men, always on the lookout for good hunting, trailed the animals. And so it was that twenty-five thousand years ago - more or less - men first came to America ....

"After a while, as they moved southward along the edges of the glaciers, groups of people began to branch out from the main stream of the migration. Some spread out to the southeast into country that the great ice sheets hadn't touched. Others pushed on through Mexico and into South America.

"Behind them more and more hunters kept coming. At the same time the glaciers were slowly retreating. About fifteen thousand years ago the ice had melted back far enough so that a new route opened up. Men could follow the Yukon River and cross a low pass to the Mackenzie River. From there it was fairly easy going over ice-free country all the way through Canada and onto the Great Plains east of the Rockies. Wave after wave of people followed this route. Latecomers fought with older inhabitants for the right to hunt, but they mingled with each other, too, and wandered farther, until at last there were human beings all over the Americas....

"Since most of the Indians came to America by way of Siberia, you might naturally jump to the conclusion that they were Mongolian, that perhaps they resembled the Chinese. Many of them did, but not the earliest arrivals. They had in them very different strains which are now found among peoples in distant areas of the earth."

000916

From A Pictorial History of the American Indian by Oliver LeFarge. New York: Crown Publishers, Inc., 1956. Pages 11-12.

"The New World was settled slowly, by driblets of people crossing from Siberia into Alaska from time to time over a period of fifteen thousand years or more. Here and there, mostly in the Southwest of the United States, archaeologists have found traces of the early comers. They have found flint, bone, and wooden tools, traces of their campfires, and bones of the animals they hunted....

"Most of the people who were to become Indians crossed over into the New World before any of the inventions or discoveries that changed the story of the Old World had been made. Some came over even before men had domesticated the dog. The latest finds, tested by what is called the radio-carbon method, which tells the age of charcoal by measuring its remaining radio-activity, indicated that men of Indian type had reached New Mexico 20,000 years ago, long before mankind anywhere had emerged from the Old Stone Age. They were Stone Age people. They had no pottery, probably no basketry. The earlier ones had no bows and arrows; they hunted with spears and darts or javelins. With their simple weapons they killed huge creatures, a giant sloth as big as a bear, elephants, mammoths, and a giant species of bison much larger than the bison today.

"The immigrants were not all alike. Some were tall, some short; some had long heads, some had round heads. Some modern American Indians are much darker than others, so we know their ancestors must have varied in color also. As we should expect of people coming out of the Far East, a Mongoloid heritage was common among them. Mongoloid features are what unite today's Indians racially. On the whole, they have very slight beards, their hair is black and straight, their eyes longish and often slightly slanted. Their cheekbones are high and their faces usually rather broad. Their typical skin color is a yellowish ivory which tans to a strong brown.

"Along the Atlantic Coast the first white men found Indians who were lighter than most. When they tanned, their skins had a reddish cast, resulting in a handsome copper color. The early explorers called these people 'red men'."

26000

From Indians by Edwin Tunis. Cleveland: The New World Publishing Company, 1959. Page 15.

"No race of men originated in America. Neither the bones of primordial man nor of the great apes that preceded him have been found here. But man has been here a long time. Charcoal from one of his campfires has been shown from its radioactivity to be more than 23,800 years old, and Dr. George F. Carter has found traces that suggested man's presence perhaps even before the last glacier covered the northern half of the continent.

"Authorities no longer argue as to how men came into America. They crossed dryshod from Asia on an isthmus exposed across what is now Bering Strait when glacial ice had captured much of the world's water and lowered the level of the sea. The chances are that many of the immigrants didn't realize they had crossed anything. Hunting, they followed the musk ox; fleeing from pursuit, they escaped into a new world which was to them only more of the old one. Their dogs were the only domestic animals that came with them. There was never any mass migration apparently, only a continuing and fluctuating drift.

"Since these people came out of Asia, it was formerly assumed that they were Mongoloids, related to the present Mongolians; hence all American Indians must of necessity be Mongoloids. It now appears that the very early Asiatics were not themselves all Mongoloids; other races lived in that region or at least passed through it."

From The American Heritage Book of Indians, narrative by William Brandon. New York: Simon and Schuster, Inc., 1961. Pages 9-10. The American Indian, adapted from The American Heritage Book of Indians by Anne Terry White. New York: Random House, 1963. Pages 3-4.

"....even the most ancient human bones found in the Americas are of men like ourselves, bones of Homo Sapiens, a creature who appeared on earth possibly 100,000 years ago.

"It was at some unknown time after this date that the ancestors of the American Indians entered the still untouched New World. Who were they? Where did they come from?

"....Finds have been made proving that the earliest Americans were here along with camels, mammoths, giant ground sloths, and primitive horses. By the end of the last great Ice Age - which is to say close to 10,000 years ago - men were here positively. And even that far-off date is being pushed back even further. Carbon 14 tests and other evidence have set men in America back probably to 20,000 years ago, and a recent find near Puebla, Mexico may push him back to well before 30,000 years ago.

"And the wind blows steadily toward a still more distant dawn. Blood-group studies of living Indians have recorded the purest type-A groups in the world, as well as the only known populations entirely lacking A; the purest O groups in the world; and the purest B group in the world. An eminent geographer concludes that the basic peopling of the Americas may have taken place 'before the primordial blood stream of man became mingled.'

00093

"One thing is sure. If the American Indians can claim descent from those early people of 15,000 to 20,000 years ago - and some undoubtedly can - then they are by far the oldest known race on earth. For all the other modern races - Mongolian, Caucasian, and Negro - did not appear till much later."

From "American Indians" by Harold E. Driver in Merit Students Encyclopedia. New York: Crowell-Collier Educational Corporation, Volume 9, 1967. Page 355.

"The ancestors of the American Indians came from the region of Siberia in northern Asia between 40,000 and 20,000 B.C. Small bands of hunters in search of game probably walked across the Bering Strait on a land bridge, which at that time connected the eastern tip of Siberia with the western tip of Alaska. There were not many of these earliest Indians, yet they migrated all the way to the tip of South America. Archaeologists have found only crude chipped-stone choppers and scrapers as evidence of their existence.

"About 20,000 B.C. new immigrants called Paleo-Indians reached Alaska. More numerous than their predecessors, they were of Mongoloid stock. Their eyes ranged from dark brown to black, and their skin ranged from light to dark or reddish brown. Their descendents were called Red Men by European explorers because many of them used red paint as body decoration. The Paleo-Indians had straight, course black hair and relatively smooth bodies. They were of medium height and weight with long narrow heads. They were distinguished by prominent, unusually wide cheekbones and hollowed-out surfaces on the inside of their upper front teeth. Modern Indians look much the same, except that they have rounder heads, either from the later immigration of roundheaded people from Asia or from the influence of the environment.

"With no incentive to travel farther in any one day than was necessary to find game, the Paleo-Indians probably spent generations wandering along the ice-free Alaska coast. Gradually, as successive waves of immigrants arrived and game grew scarce, they drifted inland along the valleys of the Yukon and Mackenzie rivers to the eastern slopes of the Rocky Mountains. Some bands slowly spread east toward the Atlantic and west toward the Pacific, but most turned south alongside the mountain chain to South America...."

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00095

RESOURCES

Alexander, Hartley Burr. The World's Rim: Great Mysteries of the North American Indians. Lincoln, Nebraska: University of Nebraska Press, 1953. $1.80.

Still in print in 1969. Account of various Indian ceremonies and what they show about Indian understandings concerning human life.

American Heritage Book of Indians. New York: Simon and Schuster, 1961. $16.50.

Magnificent illustrations. Chapter titles do not always indicate subject; use of index necessary when doing research. Still in print.

American Heritage Book of the Indians. New York: Dell Publishing Co., 1961. 75¢

Text only from above-named book.

Astrov, Margot, ed. American Indian Prose and Poetry. New York: G. P. Putnam's Sons, 1962. Paperback--$2.45

Selections grouped by cultural areas. First six sections apply to this unit.

Collier, John. The Indians of the Americas. New York: W. W. Norton and Co., 1947 $8.50

Still in print. Author is former Commissioner of Indian Affairs. However, only two chapters will be useful for this unit.

Collier, John. The Indians of the Americas. New York: Mentor Press, 1952. 75¢

Abridged version of above-named book.

Deloria, Vine. Custer Died for Your Sins. New York: Macmillan Co., 1969.

Former executive director of the National Congress of American Indians seeks to destroy stereotypes and myths about Indians, to analyze the differences between Indians and other minority groups, to catalog abuses, and to tell what's wrong with termination.

Driver, Harold E. Indians of North America. Chicago: University of Chicago Press, 1969. $6.85

Comprehensive, comparative description and interpretation of native American cultures from Arctic to Panama.

Forbes, Jack D., ed. The Indian in America's Past. Englewood Cliffs, New Jersey: Prentice-Hall, 1969. $1.95

Collection of documents on: "The European Sees the Native"; "The Long Struggle"; "Voices from Native America"; "The Treatment of the Conquered"; "United States Policy"; "Race Mixture"; and "Contemporary Native Americans".

Hagan, William T. American Indians. Chicago: The University of Chicago Press, 1961. $1.95

Still in print. Tells of clash of cultures between Indians and whites, the relations between Indians and the rising United States from 1776, and relates these to the general story of American history. Good on changing government policies toward the Indians. The readable style may mean that better student readers can use this.

International Encyclopedia of the Social Sciences, Vol. 7. New York: MacMillan Co. and Free Press, 1968.

Scholarly discussion of Indian cultures.

Josephy, A. M., Jr. The Indian Heritage of America. New York: Alfred A. Knopf, Inc., 1969. $7.00

The best one volume discussion of Indian cultures, history, contributions, values, and present status. Better student readers may be able to use this.

Josephy, A. M., Jr. The Indian Heritage of America. New York: Bantam Books, 1969. $1.65

Uncut paperback version of above-named book.

Josephy, A. M.,Jr. The Patriot Chiefs: A Chronicle of American Indian Resistance. New York: Viking Press, Inc., 1969. $1.95

Includes: Hiawatha, King Philip, Pope, Pontiac, Tecumseh, Osceola, Black Hawk, Keokuk, Crazy Horse, Chief Joseph.

Kahn, E. S., ed. Our Brother's Keeper: The Indians in White America. Washington, D.C.: New Community Press, Inc., 1969. $2.95.

Report under auspices of Citizens Advocate Center on which article in Reader's Digest for April, 1970 is based.

McSpadden, J. W. Indian Heroes. New York: Thomas Y. Crowell, 1950.

No longer in print, but may be available in libraries. Includes: Powhatan, Opecancanough, Squanto, King Philip, Tammany, Pontiac, Logan, Little Turtle, Tecumseh, Osceola, Black Hawk, Sitting Bull, Geronimo.

Marriott, Alice and Rachlin, Carol K. American Indian Mythology. New York: Thomas Y. Crowell. 1969. $7.95.

Indian folktales about "The World Beyond Ours"; "The World Around Us"; "The World We Live in Now"; "The World We Go To".

Marriott, Alice and Rachlin, Carol K. The Story of the American Indian. New York: G. P. Putnam's Sons, 1969.

The history of American Indians from earliest times to the present. Emphasizes oppressive effects of contacts with whites.

Oswalt, Wendell H. This Land was Theirs. New York: John Wiley & Sons, 1966.

Chapters on individual tribes from historic contact to extinction or to modern times: Cahuilla, Fox, Pawnee, Tlingit, Hopi, Iroquois, Natchez.

00097

Owen, Roger C.; Deets, James J. F.; and Fisher, Anthony D. The North American Indians. New York: Macmillan Company, 1967. $10.95

A sourcebook of readings by outstanding authorities concerning Indians in general, various cultural groups of Indians, and modern Indians.

Porter, C. F. Our Indian Heritage: Profiles of Twelve Great Leaders. Philadelphia: Chilton Book Co., 1964. $4.95

Spencer, R. F. and others. The Native Americans. New York: Harper & Row, 1965. $12.95

Very detailed reference book on North American and Middle American Indians. Concluding chapter on American Indian heritage.

Spicer, Edward H. A Short History of the Indians of the United States. New York: Van Nostrand-Reinhold Company, 1969. $2.95

Part I is a study of Indian-Indian relations during various periods of American history. Part II consists of documents on Indian history, white policy, white viewpoints, words of Indian prophets and spokesmen.

Steiner, Stanley. The New Indians. New York: Harper & Row, 1968. $7.95

Advertised as "The first full-scale report of the gathering 'Red Power'." Mr. Steiner tells what he learned about rising Indian anger after travels among Indian tribes. Readable style. Not well-suited for research for this unit, but it might make for a good book report in connection with the work of Committee 6.

Tebbel, John. The Compact History of the Indian Wars. New York: Hawthorn Books, Inc., 1966.

Readable account with considerable detail. Better student readers may be able to use this.

Wissler, Clark. Indians of the United States: Four Centuries of Their History and Culture. Garden City, New York: Doubleday and Co., Inc., 1940.

A well-known book no longer in print, but probably in many libraries. A revised edition, also published by Doubleday in 1966, and edited by L. W. Kluckholm is available in paperback for $1.95. Since this book discusses the Indians by language families, it may be difficult to use with this unit.

000098

Magazine Articles

"American Indian Leadership". Ford Foundation Letter. 1:4. June 1, 1970. (Current grants to Indians.)

Boyle, K. "Day on Alcatraz with the Indians". New Republic 162:10-11. January 17, 1970.

Coleman, J. A. "Lords of the Rock: Occupied Alcatraz". America. 122:465-7. May 2, 1970.

Collier, P. "Red Man's Burden". Rampart Magazine. 8:26-38. February, 1970 (Present day evidences of poor treatment of Indians)

Deloria, Vine, Jr. "This Country Was a Lot Better Off when the Indians were Running It". New York Times Magazine. P. 32-33+, March 8, 1970.

Deloria, Vine, Jr. "War Between the Redskins and the Feds". New York Times Magazine. P. 47+, December 7, 1969.

Farb, P. "American Indian: A Portrait in Limbo"; excerpts from Man's Rise to Civilization as Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State. Saturday Review. 51:26-29. October 12, 1968.

"Indian Education: a National Disgrace". Today's Education. 59:24-27. March, 1970.

"Indian Values". Living Wilderness. 34:25-26. Spring, 1970.

"Industry Invades the Reservation". Business Week. P. 72-73, April 4, 1970.

Lurie, Nancy O. "What the Red Man Wants in the Land That Was His". Saturday Review. 52:39-41. October 4, 1969. Essay review of Custer Died for Your Sins.

Mooney, P. "Indian Country Is a Frontier Again". Nation's Business. 57:76-78. Sept., 1969.

Nabokov, P. "Our Most Silent Minority". Nation. 210:86-88. January 26, 1970. (In part, a review of Custer Died for Your Sins).

Overby, H. D. "Tell It Like It Is". Today's Education. 48:55-56. November, 1969. (Problems and policies in teaching Indian children in New Mexico).

"Pro and Con--Bureau of Indian Affairs". American Observer. 48:4. March 2, 1970.

Steiner, S. "Thinking Indians". Vogue. 151:156-9+. March 1, 1968.

Todd, L. P. "The New Indians". Civic Leader. 48:19. March 2, 1970. (Essentially a review of Stan Steiner's book of the same title).

"Tribal Rock: Group of Indians Claim Alcatraz". Newsweek. 74:52. December 8, 1969.

"Voice for Indians in Education Decisions". School and Society. 98:303. Summer, 1970. (Report on first meeting of Indian Education Conference).

Witten, E. "Meanwhile, Back at the Reservation". Commonwealth. 91:515-516. February 6, 1970.

00100

RESOURCES

STUDENTS

Encyclopedias--(The articles on Indians in these encyclopedias, frequently available in school and public libraries, can provide brief statements on the various topics in this unit and thus serve as a useful basis for further research.)

Compton's Encyclopedia, Vol. 12. Chicago: F. E. Compton Co.--Encyclopedia Britannica, Inc., 1969.

Under "Indians--The First People in America", there are subtopics on cultural areas, struggles between Indians and whites, relations with the U.S. government, and Indian life in the U.S. today. Also, helpful pictures and drawings, list of Indian tribes showing original location and present living area. In other volumes are articles on Indian tribes.

Merit Student's Encyclopedia, Vol. 9. New York: Crowell-Collier Educational Corp., 1967.

Article on "Indians, American" by Harold E. Driver, an authority on North American Indians, has sections on each cultural area. Also beautiful drawing representing dress in different cultural areas, useful map of cultural areas and tribal locations. In other volumes are articles on Indian tribes and leaders.

World Book Encyclopedia, The, Vol. 10. Chicago: Field Enterprises Educational Corporation, 1970.

Article on "Indian, American" contains subtopics on separate cultural groups, list of tribes giving original and present locations, Indian territory, Indian wars. Informative pictures and drawings. In other volumes are articles on Indian tribes and leaders.

BOOKS

Brandon, William and White, Anne T. New York: Random House, 1963. $5.95

Simplified version of The American Heritage Book of the Indians. Many chapters are useful for research on this unit. It will be necessary to use the index to find material on a particular topic.

00101

RESOURCES

Baity, E. C. America Before Columbus. New York: Viking Press, rev. ed., 1961. $4.13

Only three chapters are of use for this unit: 5--Southwest, 6--Northeast, 9--West/Northwest

Baldwin, Gordon C. How Indians Really Lived. New York: G. P. Putnam's Sons, 1967.

One of Science Survey Books. Useful chapters for this unit are: 3--Northwest, 4--Southeast, 5--Southwest, 6--Plains, 7 and 8--Western, 9--Pacific Northwest.

Bleeker, Sonia. Apache Indians. New York: William Morrow and Company, 1951. $3.36

One in a series of small, easy-to-read books about individual tribes. All are still in print and probably available in public libraries, if not in school libraries. Other titles useful for this unit are:

Cherokee, Indians of the Mountains, 1952. $3.36
Chippewa Indians, 1952. $3.50
Crow Indians, 1953. $3.50
Delaware Indians, 1953. $3.50
Horsemen of the Western Plateaus, 1957. $3.50
Indians of the Longhouse, 1950. $3.36
Mission Indians of California, 1956. $3.36
Navajo, 1958. $3.36
Pueblo Indians, 1955. $3.36
Sea Hunters, 1951. $3.50
Seminole Indians, 1951. $3.36

Dorian, Edith and Wilson, W. N. Hokahey: American Indian Then and Now. New York: McGraw-Hill, 1957.

Easy reading. Separate chapters on each cultural group with pronunciation key for tribal names, summaries of culture traits. Recommended by Association on American Indian Affairs.

Downey, Fairfax. The Buffalo Soldiers in the Indian Wars. New York: McGraw-Hill Book Co., 1969.

Easy to read. Tells role of black cavalrymen in fighting with the Indians on the Plains and in the Southwest. Could be used as a book report in connection with work of Committees 3 & 4.

20102

BEST COPY AVAILABLE

Fletcher, Sydney. The American Indian. New York: Grosset and Dunlap, 1954.

Although said to be for children in grades 4 to 6, it is not juvenile in presentation. Useful chapters are 5 and 13--Southwest; 7--Northeast; 8--Plains; 9--Southeast; 10--Western; 11--Northwest; 14--famous Indians. Many informative drawings. Still in print and probably in public libraries, if not in school libraries.

Grant, Bruce. American Indians Yesterday and Today. New York: E. P. Dutton & Co., 1958. $5.95

Still in print. An encyclopedia with alphabetical listing of items concerning Indians.

Hofmann, Charles. American Indians Sing. New York: John Day Co., Inc., 1967. $5.86

A record accompanies the book, which has general information about Indian instruments, songs, dances, plus information on special ceremonies. Record has music for ceremonies.

LaFarge, Oliver. A Pictorial History of the American Indian. New York: Crown, 1956.

A well-known book no longer in print, but probably in school and public libraries Emphasis is on Indian way of life. Many illustrations in black and white as well as in color. Useful chapters for this unit are: 2--Southeast; 3 and 4--Northeast; 5--Prairies; 6--Southwest; 7--High Plains; 8--Basin and California; 9--Pacific Northwest.

LaFarge, Oliver. The American Indian. Racine, Wis.: Western Publishing Company, 1960. $5.95

Still in print. A simplified version of the above-named book. Many illustrations.

McNeer, May. The American Indian Story. New York: Ariel Books, 1963. $4.95

Very attractive, easy reading. Information on famous Indians in story form. Recommended by Association on American Indian Affairs.

Porter, C. F. Battle of a Thousand Slain and Other Stories of the First Americans. Englewood Cliffs, New Jersey: Scholastic Book Services, 1969. 60¢

A Readers' Choice book. Adapted from Our Indian Heritage by C. F. Porter mentioned under "Learning Resources for Teachers".

00103

BEST COPY AVAILABLE

Roland, Albert. Great Indian Chiefs. New York: Macmillan Co., 1966. $3.50

Includes: Hiawatha, Powhatan, Philip, Pope, Pontiac, Maquinna, Tecumseh, Sequoyah, Sitting Bull. Recommended by Association on American Indian Affairs.

Stirling, Matthew and others. Indians of the Americas. Washington, D.C.: National Geographic Society, 1965. $7.50

Recommended for grades 7 to 9...Part I is on North American Indians. Beautiful illustrations.

Tunis, Edwin. Indians. Cleveland: World Publishing Co., 1959. $6.95

Emphasis is on Indian way of life. Many black and white illustrations. Useful chapters are: 3 and 4--Northeast, 5--Southeast; 6 and 7--Prairies and High Plains; 8--Basin and California; 9--Southwest; 11--Pacific Northwest.

Wellman, Paul I. Indian Wars and Warriors--East. Geneva, Ill.: Houghton Mifflin Co., 1959. $2.95

Includes: Opechancanough, King Philip, Iroquois, Pontiac, Little Turtle, Tecumseh, Red Eagle, Osceola. Still in print.

Wellman, Paul I. Indian Wars and Warriors--West. Geneva, Ill.: Houghton Mifflin Co., 1959. $2.95

Includes: Mangas Coloradas, Cochise, Little Crow, Red Cloud, Sitting Bull, Crazy Horse, Chief Joseph, Victorio, Geronimo. Still in print.

MAGAZINE ARTICLES

"American Indians: The Right To Be Themselves". Senior Scholastic. 95:3--7. October 13, 1969.

Article on meeting of Indians in Denver in 1969, brief review of history and U.S. policy, present Indian status, answers to questions on how to adapt to modern world and retain pride in Indian heritage. Also brief account on Hopis today.

001104

"Angry American Indian: Starting Down the Protest Trail". Time. 95:14-20. February 9, 1970.

Includes: acts of symbolic protest, evidence of new interest in Indians, why it has taken Indians so long to speak up, causes of alienation, signs of progress, what Indians want, Indian values.

Hedgepeth, William. "America's Indians: Reawakening of a Conquered People". Look. 34:23-43. June 2, 1970.

Article on Indian values, Bureau of Indian Affairs, article by Senator Edward Kennedy on Indian education, living conditions of the Cocopah, occupation of Alcatraz.

"New Flag Over Alcatraz". Time. 95:20. January 5, 1970.

Three invasions of Alcatraz recounted. Also tells signs that Indians may be getting title to the island.

"Our Shameful Failure with America's Indians". Reader's Digest. 96:104-109. April, 1970.

Stressed failures of the Bureau of Indian Affairs and the present depressed status of Indians on the reservations.

FILMS

American Indians before European Settlement. Chicago: Coronet Films, 11 min.
Tells where the Indians came from, how they lived, relation of their culture to the environment.

American Indians of Today. Chicago: Encyclopedia Britannica Educational Corporation, 1957. 16 minutes.
Tells about life of several American Indian tribes today and the operations of the Bureau of Indian Affairs.

End of the Trail: American Plains Indians. New York: McGraw-Hill Films, 1965. 53 minutes.
The American Westward Movement and its effect on the Indians.

00105

The Navajo: A Study in Cultural Contrast. Chicago: Journal Films, 1968. 15 minutes.
Describes environment, family structure, traditions, ceremonials, art forms.

FILMSTRIPS

American Indian, The: A Study in Depth. Pleasantville, New York: Warren Schloat Prod., 1970.

New series of six filmstrips in color with accompanying records. Titles are: "The American Indians before Columbus", "The American Indians after Columbus", "The American Indian Growing Up", "Religions of the American Indians", "Arts and Culture of the American Indians", "The American Indian Today".

Indian Cultures of the Americans. (Filmstrip Series No. 10630) Chicago: Encyclopedia Britannica Educational Corporation. $6.00 per filmstrip.

These filmstrips from this series will be of use in this unit: "Indians of the Southeast", "Indians of the Southwest", "Indians of the Northeast", "Indians of the Plains", "Indians and Eskimos of the Northwest".

The Plight of the American Indian. (CA 5) New York: Current Affairs Films, 1969. $7.50.

Color filmstrip telling the causes of Indian problems and what is being done about them.

RECORDS

American Indian Dances (6510) $5.95 Englewood Cliffs, New Jersey: Folkways/Scholastic Records.
Fourteen ceremonial and secular songs. Other records from same source:

As Long as the Grass Shall Grow (2532) $5.95 (Songs and narration about the trials of the American Indians; performed by Peter La Farge)

Healing Songs of the American Indians (4251) $7.95 (19 songs from 7 tribes)

Hopi Katcina Songs and Six Other Songs by Hopi Chanters (4394) $7.95 (Five rain and growth songs recorded during ceremonies)

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RESOURCES

Indian Music of the Southwest (8850) $5.95 (Instrumental and vocal music of various tribes recorded on the reservations)

Kiowa (4394) $7.95 (Songs and dances recorded in Oklahoma)

Music of the American Indians of the Southwest (4420) $7.95 (Music of ten tribes)

Music of the Pawnee (4334) $7.95 (45 songs on various subjects)

Music of the Sioux and Navajo (4401) $7.95 (14 ceremonial and secular songs)

Peter La Farge on the Warpath (2535) $5.95 (First album on contemporary Indian protest songs; sung and composed by La Farge)

Songs and Dances of Great Lakes Indians (4003) $7.95 (Algonquin and Iroquois music)

Songs and Dances of the Flathead Indians (4445) $7.95 (Recorded in Montana)

War Whoops and Medicine Songs (4521) $7.95 (Winnebago, Chippewa, Sioux, Zuni)

Little Wheel Spin, Spin New York: Vanguard Records. $5.98

This album by Buffy Sainte Marie includes the protest song, "My Country, 'Tis of Thy People You're Dying".

North American Indian Songs New York: Educational Record Sales, 157 Chambers Street.

Songs from various cultural areas.

RESOURCES

PAMPHLETS
(Single copies free)

"Indians" Series. Washington, D.C. 20242: U.S. Department of the Interior, Bureau of Indian Affairs, 1951 Constitution Avenue. Titles are:

"Indians: Food and Cookery"
"Indians: Languages"
"Indians: Music"
"Indians: Origin"
"Indians: References for Young Students"
"Indians: Relationship with the Federal Government"
"Indians: Religions and Ceremonials"
"Indians: Surviving Groups in Eastern and Southern States"
"Indians: War and Local Disturbances"

Three Maps of Indian Country. Same address as above. Titles are:
"Probable Location of Indian Tribes North of Mexico about 1500 A.D."
"Culture Areas and Approximate Locations of Indian Tribes Today"
"Indian Reservations under Federal Jurisdiction"

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